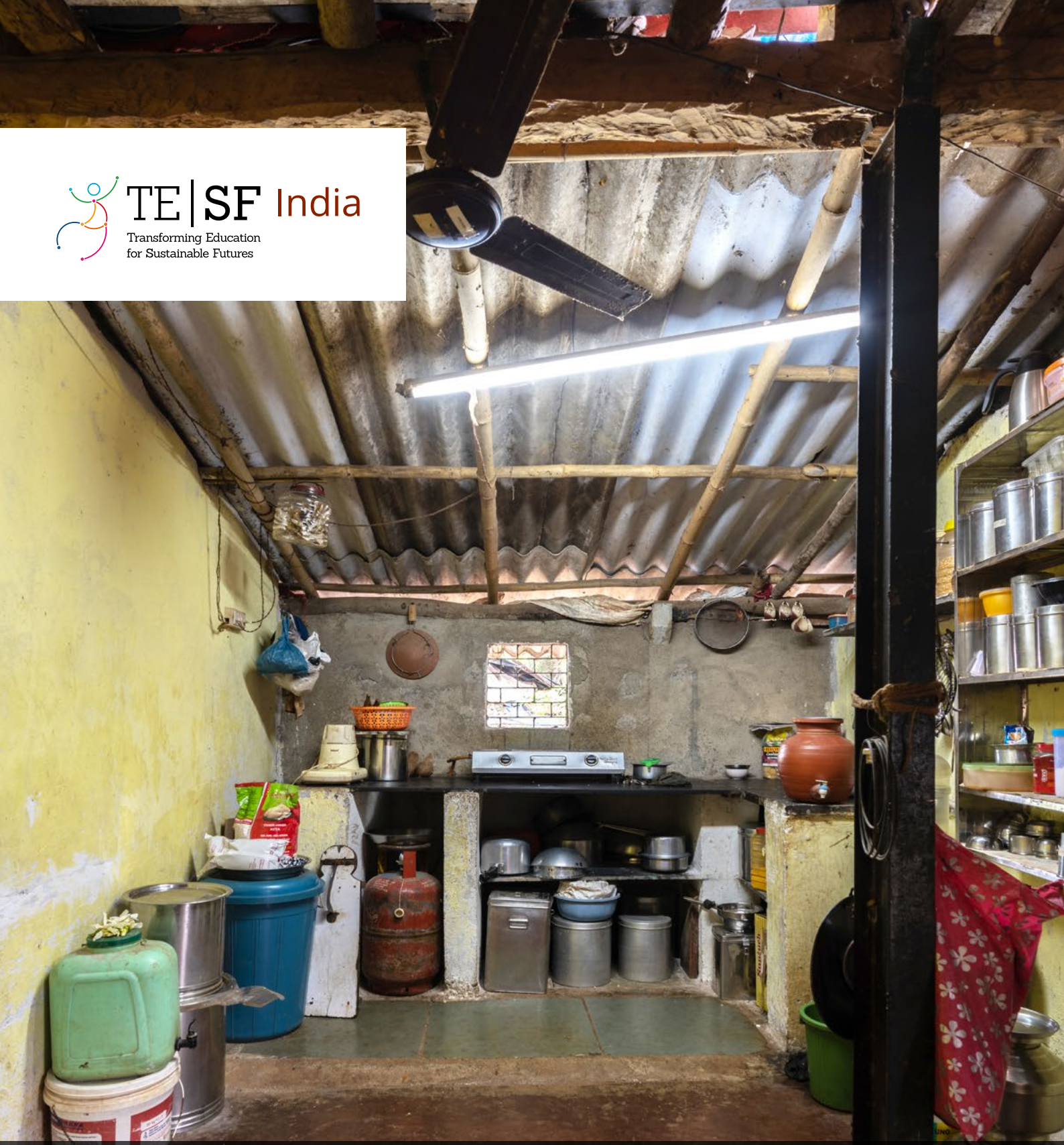

TE|SF India
Transforming Education for Sustainable Futures

RESEARCH REPORT | MARCH 2023

EDUCATIONAL ECOSYSTEM OF ARCHITECTURE IN INDIA : A REVIEW

PART 2 - ANNEXURES

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ANNEXURES

Annexure A: List of Universities offering Architectural Education

Table A1: List of universities offering architectural education

S. No.	Name of the University	Number of Institutions	Owned by
1	Anna University, Chennai	59	State
2	Visvesvaraya Technological University, Belgaum	33	State
3	University of Mumbai	30	State
4	Savitribai Phule Pune University, Pune	24	State
5	Dr. APJ Abdul Kalam Technical University, Lucknow	21	State
6	University of Calicut	15	State
7	J.N.A.&. F.A. University, Hyderabad	13	State
8	Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur	9	State
9	Shivaji University, Kolhapur	9	State
10	APJ Abdul Kalam Technological University, Thiruvananthapuram	8	State
11	Gujarat Technological University, Ahmedabad	8	State
12	Mahatma Gandhi University, Kottayam	8	State
13	I.K. Gujral Punjab Technical University, Jalandhar	7	State
14	Guru Gobind Singh Indraprastha University, New Delhi	6	State
15	Rajiv Gandhi Proudyogiki Vishwavidyalaya, Bhopal	6	State
16	DeenBandhu Chhotu Ram University of Science & Technology, Murthal, Sonepat	5	State
17	Dr Babasaheb Ambedkar Technological University, Lonere	5	State
18	Cochin University of Science and Technology	3	State
19	Dr. Babasaheb Ambedkar Marathwada University, Aurangabad	3	State
20	Hemchandracharya North Gujarat University, PATAN	3	State
21	JNTUK, Kakinada, Andhra Pradesh	3	State
22	Maharshi Dayanand University, Rohtak	3	State
23	Rajasthan Technical University, Kota	3	State
24	Sant Gadge Baba Amravati University, Amravati	3	State
25	Biju Patnaik University of Technology, Rourkela	2	State
26	Gujarat University, Ahmedabad	2	State
27	Kurukshetra University	2	State
28	Maharaja Ranjit Singh Punjab Technical University, Bathinda	2	State
29	Sardar Patel University, Vallabh Vidhyanagar, Gujarat	2	State
30	Solapur University, Solapur	2	State
31	Veer Narmad South Gujarat University, Surat	2	State

32	West Bengal Univ.of Tech., Kolkata	2	State
33	Islamic University of Science & Technology, Pulwama, J&K	1	State
34	Aligarh Muslim University, Aligarh	1	State
35	Andhra University	1	State
36	Assam Science and Technology University, Guwahati	1	State
37	Bangalore University	1	State
38	Bikaner Technical University, Bikaner	1	State
39	Chhattisgarh Swami Vivekanand Technical University, Bhilai	1	State
40	Gautam Buddha University, Greater Noida	1	State
41	Goa University, Goa	1	State
42	Guru Nanak Dev University, Amritsar	1	State
43	Himachal Pradesh Technical University, Hamirpur	1	State
44	Indian Institute of Engineering Science & Technology, Shibpur	1	State
45	Indira Gandhi Delhi Technical University for Women, Kashmere Gate, Delhi	1	State
46	Indira Gandhi Institute of Technology At-Sarang	1	State
47	Jadavpur University, Kolkata	1	State
48	Jamia Millia Islamia, New Delhi	1	State
49	Jharkhand University of Technology, Ranchi	1	State
50	M.S. University of Baroda, Vadodara	1	State
51	Maulana Azad National Institute of Technology, Bhopal	1	State
52	Netaji Subhas University of Technology, Delhi	1	State
53	North Maharashtra University, Jalgaon	1	State
54	Odisha University of Technology and Research	1	State
55	Pandit Lakhmi Chand State University of Performing and Visual Arts, Rohtak	1	State
56	Saurashtra University, Rajkot	1	State
57	University of Jammu	1	State
58	University of Kashmir	1	State
59	University of Kerala	1	State
60	University of Mysore, Mysore	1	State
61	Birla Institute of Technology, Mesra, Ranchi	3	Private
62	Manipal University, Manipal	3	Private
63	D Y Patil Deemed to be University, Navi Mumbai	2	Private
64	Gandhi Institute of Technology & Management, Visakhapatnam	2	Private
65	ITM University, Gwalior	2	Private
66	Jagannath University, Jaipur	2	Private
67	SRM University	2	Private
68	BS Abdur Rahman University, Chennai	1	Private
69	Acharya Nagarjuna University, Guntur	1	Private
70	Ajeenkya D Y Patil University, Pune	1	Private
71	Amity University Chhattisgarh, Raipur	1	Private
72	Amity University Gurgaon, Manesar, Gurgaon	1	Private
73	Amity University Mumbai, Mumbai	1	Private

74	Amity University Rajasthan, Jaipur	1	Private
75	Amity University West Bengal, Kolkata	1	Private
76	Amity University, Madhya Pradesh	1	Private
77	Amity University, Mohali, Punjab	1	Private
78	Amity University, Uttar Pradesh	1	Private
79	Amity University, Uttar Pradesh	1	Private
80	Amity University, Uttar Pradesh	1	Private
81	Anant National University, Ahmedabad	1	Private
82	Ansal University, Gurgaon	1	Private
83	AP Goyal Shimla University, Shimla	1	Private
84	Babu Banarasi Das University	1	Private
85	Banasthali Vidyapith, Rajasthan	1	Private
86	Bhagwan Mahavir University, Surat, Gujarat	1	Private
87	Bharath University, Chennai	1	Private
88	Bharati Vidyapeeth University, Pune	1	Private
89	Centre for Environmental Planning & Technology University, Ahmedabad	1	Private
90	Centurion University of Technology and Management	1	Private
91	Chandigarh University, Mohali	1	Private
92	Charutar Vidya Mandal University, Vallabhvidyanagar, Anand	1	Private
93	Chettinad Academy of Research and Education - Deemed University	1	Private
94	Chhatrapati Shivaji Maharaj University	1	Private
95	Chitkara University, Patiala	1	Private
96	Christ University, Bengaluru	1	Private
97	CMR University, Bangalore	1	Private
98	CT University, Ludhiana	1	Private
99	D.Y. Patil University, Pune	1	Private
100	Dayalbagh Educational Institute - Deemed University, Agra	1	Private
101	Dev Bhoomi Uttarakhand University, Dehradun	1	Private
102	DIT University, Dehradun, Uttarakhand	1	Private
103	Dr. APJ Abdul Kalam University, Indore	1	Private
104	Dr. KN Modi University, Newai, Distt.Tonk, Rajasthan	1	Private
105	Dr. MGR Educational and Research Institute University, Chennai	1	Private
106	GD Goenka University, Gurgaon	1	Private
107	Galgotias University	1	Private
108	Ganpat University, Kherva Mehsana, Gujarat	1	Private
109	Graphic Era Hill University, Dehradun	1	Private
110	Himgiri Zee University, Dehradun	1	Private
111	Hindustan University, Chennai	1	Private
112	ICFAI Foundation of Higher Education - Deemed to be University, Hyderabad	1	Private
113	Indus University, Ahmedabad	1	Private
114	Integral University, Lucknow	1	Private
115	Invertis University, Bareilly	1	Private

116	Jai Narain Vyas University, Jodhpur	1	Private
117	KLEF University, Guntur	1	Private
118	KR Mangalam University, Gurgaon	1	Private
119	Kalasalingam University	1	Private
120	Karpagam University, Coimbatore	1	Private
121	KIIT University, Bhubaneswar	1	Private
122	KLE Technological University, Hubli	1	Private
123	LJK University, Ahmedabad	1	Private
124	Lingayas University, Faridabad	1	Private
125	LNCT University, Bhopal	1	Private
126	Lovely Professional University, Phagwara	1	Private
127	Maharishi Markandeshwar University, Ambala	1	Private
128	Manav Rachna International University	1	Private
129	Marwadi University, Rajkot	1	Private
130	MGM University, Aurangabad	1	Private
131	MIT Art, Design & Technology University, Pune	1	Private
132	Mody University of Science and Technology District Sikar, Rajas-than	1	Private
133	Mohanlal Sukhadia University Udaipur	1	Private
134	Monad University, Hapur	1	Private
135	Navrachana University, Vadodara	1	Private
136	NIMS UNIVERSITY	1	Private
137	Nirma University, Ahmedabad	1	Private
138	Nitte University, Mangaluru, Karnataka	1	Private
139	Noida International University, Greater Noida	1	Private
140	OP Jindal Global University, Sonipat	1	Private
141	OM Sterling Global University	1	Private
142	PP Savani University, Surat	1	Private
143	Parul University, Vadodara	1	Private
144	PDM University, Bahadurgarh	1	Private
145	Periyar Maniammai Institute of Science & Technology, Thanjavur	1	Private
146	PES University	1	Private
147	Ponnaiyah Ramajayam Inst. of Science & Technology PRIST University, Thanjavur	1	Private
148	Poornima University, Jaipur	1	Private
149	Reva University, Bangalore	1	Private
150	RIMT University, Mandi Gobindgarh	1	Private
151	RKDF University	1	Private
152	Sage University, Indore	1	Private
153	Sanjay Ghodawat University, Kolhapur	1	Private
154	Sarvajanik University	1	Private
155	Sathyabama University, Chennai	1	Private
156	Saveetha Institute of Medical and Technical Sciences, Chennai	1	Private
157	Sharda University, Greater Noida	1	Private
158	Sharnbasva University	1	Private

159	Shri Mata Vaishno Devi University, Katra	1	Private
160	Shri Ramswaroop Memorial University, Barabanki	1	Private
161	Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore	1	Private
162	Sister Nivedita University, Kolkata	1	Private
163	Sri Satya Sai University of Technology & Medical Sciences, Bhopal	1	Private
164	Sri Baranski University, Cuttack	1	Private
165	St. Peters University, Chennai	1	Private
166	SVKMs NMIMS University, Mumbai	1	Private
167	Swami Ramanand Teerth Marathwada University, Nanded	1	Private
168	Swarrnim Startup & Innovation University	1	Private
169	Symbiosis International University, Pune	1	Private
170	Symbiosis Skills and Professional University, Pune	1	Private
171	Techno India University	1	Private
172	Teerthanker Mahaveer University, Moradabad	1	Private
173	The Assam Royal Global University, Guwahati	1	Private
174	Uka Tarsadia University	1	Private
175	Veer Surendra Sai University of Technology Burla, Sambalpur	1	Private
176	Vinayaka Missions Research Foundation, Salem	1	Private
177	Vishwakarma University, Pune	1	Private
178	VIT Bhopal University	1	Private
179	VIT University, Vellore	1	Private
180	Vivekananda Global University, Jaipur	1	Private
181	World University of Design, Rajiv Gandhi Education City, Sonipat	1	Private
182	Woxsen University	1	Private
183	Indian Institute of Technology, BHU, Varanasi	1	Central
184	Indian Institute of Technology, Kharagpur	1	Central
185	Indian Institute of Technology, Roorkee	1	Central
186	National Institute of Technology, Hamirpur	1	Central
187	National Institute of Technology, Nagpur	1	Central
188	National Institute of Technology, Tiruchirappalli	1	Central
189	National Institute of Technology, Jaipur	1	Central
190	National Institute of Technology Calicut, Kozhikode	1	Central
191	National Institute of Technology, Raipur	1	Central
192	National Institute of Technology, Rourkela	1	Central
193	National Institute of Technology, Patna	1	Central
194	Mizoram University, Tanhril, Aizawl	1	Central
195	North-Eastern Hill University, Shillong	1	Central
196	Panjab University, Chandigarh	1	Central
197	Pondicherry University	1	Central
198	School of Planning & Architecture, Bhopal	1	Central
199	School of Planning & Architecture, New Delhi	1	Central
200	School of Planning and Architecture, Vijayawada	1	Central

Source: The authors (collated from data from the website of the Council of Architecture https://www.coa.gov.in/)

Annexure B: List of Architectural Institutions in India

(Data as on 28 February 2022)

Number of Institutions: 480

Number of Universities: 200

Number of Seats: 23,184 per year

Number of Students: About 1,00,000 total (with about 20,000 per graduating every year)

Table B1: List of architectural institutions in India

S. No.	State	COA Code	Name of the Institute	University	City	Year of start	Intake (2021-22)	Univ.	Inst.	Fees (Lakh	Remarks
1	Andhra Pradesh	AP02	Faculty Of Architecture College of Engineering Andhra University, Waltair	Andhra University	Visakhapat-nam	1989	40	State	State	3	
2	Andhra Pradesh	AP08	Anu College Of Architecture & Planning Acharya Nagarjuna University	Acharya Nagarjuna University, Guntur	Guntur	2009	40	State	State	2.2	
3	Andhra Pradesh	AP11	School Of Architecture Gandhi Institute of Technology and	Gandhi Institute of Tech.& Mgmt.	Visakhapat-nam	2009	80	Pri-vate	Private	2.9	
4	Andhra Pradesh	AP14	Varaha College Of Architecture and Planning	JNTUK, Kakinada, Andhra Pradesh	Visakhapat-nam	2011	40	State	Private	0.7	
5	Andhra Pradesh	AP18	School Of Planning and Architecture, Vijayawada	School Of Planning and Architecture, Vijayawada	Vijayawada	2008	80	Cen-tral	Central	0.75	
6	Andhra Pradesh	AP19	M.R.K. College of Architecture	J.N.A. & F.A. University, Hyderabad	West Godavari	2014	20	State	Private	0.35	
7	Andhra Pradesh	AP20	Maestro School Of Planning and Architecture Vijayawada	JNTUK, Kakinada, Andhra Pradesh	Vijaywada	2015	20	State	Private	0.53	
8	Andhra Pradesh	AP21	Department Of Architecture K.L.E.F. University,	K.L.E.F. University, Guntur	Guntur	2015	40	Pri-vate	Private	2.55	
9	Andhra Pradesh	AP22	Vaishnavi School Of Architecture and Planning Vijayawada	JNTUK, Kakinada, Andhra Pradesh	Vijaywada	2015	40	State	Private	0.52	

10	Assam	AS01	Guwahati College Of Architecture	Assam Science and Technology University, Guwahati	Gossaigaon	2006	40	State	Private	1.77	
11	Assam	AS02	Royal School of Architecture	The Assam Royal Global University, Guwahati	Guwahati	2012	40	Private	Private	1.42	
12	Bihar	BR01	Faculty Of Architecture National Institute of Technology	National Institute of Technology, Patna	Patna	2012	40	Central	Central	1.30	
13	Bihar	BR03	Department Of Architecture Birla Institute of Technology	BITS Deemed University	Patna	2012	30	State	State	3.46	
14	Chhattisgarh	CG01	Faculty Of Architecture National Institute of Technology	National Institute of Technology, Raipur	Raipur	1984	40	Central	Central	1.35	
15	Chhattisgarh	CG03	Dignity College of Architecture	Chhattisgarh Swami Vivekanand Technical University, Bhilai	Durg	2006	10	State	Private	0.84	
16	Chhattisgarh	CG08	Amity School Of Architecture and Planning	Amity University Chhattisgarh, Raipur	Raipur	2015	40	Private	Private	0.54	
17	Chhattisgarh	CG09	Department Of Architecture, Itm University	ITM University, Raipur	Raipur	2016	40	Private	Private	0.93	
18	Chandigarh	CH01	Chandigarh College Of Architecture	Panjab University, Chandigarh	Sector 12, Chandigarh	1961	40	State	State	0.2	
19	Delhi	DL01	School Of Planning & Architecture, New Delhi Deemed to Be University	School of Planning & Architecture, New Delhi	New Delhi	1952	122	Central	Central	0.31	
20	Delhi	DL03	College Of Architecture Vastu Kala Academy	Guru Gobind Singh Indraprastha University, New Delhi	New Delhi	1996	40	State	Private	1.01	
21	Delhi	DL04	Faculty Of Architecture and Ekistics Jamia Millia Islamia	Jamia Milia Islamia, New Delhi	New Delhi	2001	80	Central	Central	0.11 & 0.74 (Self-	

22	Delhi	DL06	University School of Architecture & Planning Guru Gobind Singh Indraprastha University	Guru Gobind Singh Indraprastha University, New Delhi	New Delhi	2009	80	State	State	1	
23	Delhi	DL07	Mbs School Of Planning and Architecture,	Guru Gobind Singh Indraprastha University, New Delhi	New Delhi	2009	120	State	Private	1.42	
24	Delhi	DL09	Department Of Architecture, Indira Gandhi Delhi Technical University for Women	Indira Gandhi Delhi Technical University for Women, Kashmere Gate, Delhi	New Delhi	2015	40	State	State	1.04	
25	Delhi	DL10	Department Of Architecture and Planning, Netaji Subhas University of Technology	Netaji Subhas University of Technology, Delhi	New Delhi	2021	40	State	State	Info. not	
26	Delhi	DL11	Periyar School Of Architecture	Guru Gobind Singh Indraprastha University, New Delhi	New Delhi	2021	40	State	Private	1.02	
27	Goa	GA01	Goa College Of Architecture Campal, Panaji	Goa University, Goa	Goa	2021	40	State	State	0.2	
28	Gujarat	GJ01	Faculty Of Architecture M.S. University of Baroda, Vadodara	M.S. University of Baroda, Vadodara	Vadodara	1954	40	State	State	1.5	
29	Gujarat	GJ02	Faculty Of Architecture Centre for	Centre for Environmental Planning & Technology University, Ahmedabad		1962	80	Pri-vate	Private	3.2	
30	Gujarat	GJ03	D.C. Patel School of Architecture, Arvindbhai Patel Institute of	Sardar Patel University, Vallabh Vidhyanagar, Gujarat	Vidyanagar	1980	60	State	Private	1.18	
31	Gujarat	GJ04	Faculty Of Architecture Sarvajanik College of Engineering & Technology	Sarvajanik University	Surat	1995	80	Pri-vate	Private	1.32	

32	Gujarat	GJ05	College Of Architecture Sardar Vallabhai Patel Institute of Technology	Sardar Patel University, Vallabh Vidhyanagar, Gujarat	Anand	2000	80	State	Private	0.59	
33	Gujarat	GJ06	Vyavasay Vidya Pratishthans Indubhai Parekh School of Architecture	Saurashtra University, Rajkot	Rajkot	2000	60	State	Private	0.87	
34	Gujarat	GJ07	School Of Architecture Vadodara Design Academy	Gujarat University, Ahmedabad	Vadodara	2006	0	State	Private	0.77	Under Closure
35	Gujarat	GJ08	Institute Of Architecture	H.N. Gujarat Univ., Patan	Patan	2008	30	State	State	0.41	
36	Gujarat	GJ09	Shri Gijubhai	Veer Narmad South Gujarat University, Surat	Surat	2011	80	State	State	0.57	
37	Gujarat	GJ10	Grow More School of Architecture	H.N. Gujarat Univ., Patan		2011	0	State	Private	0.73	Under Closure
38	Gujarat	GJ11	School Of Architecture, Anant National University	Anant National University, Ahmedabad		2011	80	Private	Private	0.88	
39	Gujarat	GJ12	School Of Design and Architecture	Navrachana University, Vadodara	Vadodara	2011	40	Private	Private	0.55	
40	Gujarat	GJ13	Faculty Of Architecture, Parul Institute of Architecture and Research	Parul University, Vadodara	Vadodara	2012	80	Private	Private	0.97	
41	Gujarat	GJ14	Itm School Of Architecture Art and Design	Gujarat Technological University, Ahmedabad	Vadodara	2012	40	State	Private	0.73	
42	Gujarat	GJ15	Shantaben Manubhai Patel School of Studies and Research in Architecture and Interior Design	Charutar Vidya Mandal University,	Anand	2012	40	Private	Private	0.9	
43	Gujarat	GJ16	Institute Of Design, Environment and Architecture	Indus University, Ahmedabad		2012	40	Private	Private	0.55	

44	Gujarat	GJ17	Bhagwan Mahavir College of Architecture	Bhagwan Mahavir University, Surat, Gujarat	Surat	2013	80	Private	Private	0.83	
45	Gujarat	GJ18	L.J. School of Architecture	L.J.K. University, Ahmedabad		2013	80	Private	Private	0.82	
46	Gujarat	GJ19	Raman Bhakta School of Architecture	Uka Tarsadia University	Surat	2014	40	Private	Private	1.35	
47	Gujarat	GJ20	Institute Of Architecture & Planning	Nirma University, Ahmedabad		2014	80	Private	Private	2.218	
48	Gujarat	GJ21	Laxmi Institute of Architecture	Gujarat Technological University, Ahmedabad	Valsad	2014	0	State	Private	0.74	Under Closure
49	Gujarat	GJ22	Kalol Institute of Architecture & Design,	Gujarat University, Ahmedabad		2014	0	State	Private	0.92	Under Closure
50	Gujarat	GJ23	Swarrnim Institute of Design	Swarrnim Startup & Innovation University		2014	40	Private	Private	0.77	
51	Gujarat	GJ24	Sal School Of Architecture	Gujarat Technological University, Ahmedabad		2014	80	State	Private	0.97	
52	Gujarat	GJ25	Institute Of Architecture, Ganpat University	Ganpat University, Kherva Mehsana, Gujarat	Mahesana	2015	30	Private	Private	0.97	
53	Gujarat	GJ27	Vidyamandir College Of Architecture	Veer Narmad South Gujarat University, Surat	Surat	2015	20	State	Private	0.75	
54	Gujarat	GJ28	Marwadi Education Foundations Group of Institutions, Faculty of Architecture	Marwadi University, Rajkot	Rajkot	2015	0	Private	Private	0.85	
55	Gujarat	GJ29	Gokul College Of Architecture and Design		Patan	2016	0	State	Private	0.5	Under Closure
56	Gujarat	GJ30	Noble Architecture College	Gujarat Technological University, Ahmedabad	Junagadh	2016	0	State	Private	0.61	Under Closure
57	Gujarat	GJ31	Mudra Takshashila Institute of Design and Architecture	Gujarat Technological University, Ahmedabad	Vadodara	2016	0	State	Private	0.5	Under Closure
58	Gujarat	GJ32	Alpha Institute of Architecture Studies	Gujarat Technological University, Ahmedabad		2016	0	State	Private	0.5	Under Closure

59	Gujarat	GJ33	Mahavir Swami College of Architecture	Gujarat Technological University, Ahmedabad	Surat	2017	0	State	Private	0.83	Under Closure
60	Gujarat	GJ34	P Savani School of Architecture	P.P. Savani University, Surat	Surat	2017	40	Private	Private	1.12	
61	Gujarat	GJ35	Vadodara Institute of Architecture	Gujarat Technological University, Ahmedabad	Vadodara	2018	0	State	Private	0.85	Under Closure
62	Himachal Pradesh	HP01	Faculty Of Architecture National Institute of Technology, Deemed University	N.I.T. (Deemed University)	Hamirpur	2001	0	Central	Central	1.71	Under Closure
63	Himachal Pradesh	HP05	Apg School Of Architecture Apg Shimla University	AP Goyal Shimla University, Shimla	Solan	2013	0	Private	Private	1.2	Under Closure
64	Himachal Pradesh	HP06	Rajiv Gandhi Government Engineering College Kangra at Nagrota Bagwan	Himachal Pradesh Technical University, Hamirpur	Kangra	2017	40	State	State	0.61	
65	Haryana	HR01	Sushant School Of Art & Architecture	Ansal University, Gurgaon	Gurgaon	1989	120	Private	Private	5.83	
66	Haryana	HR02	Deen Bandhu Chhotu Ram University of Science & Technology	Deen Bandhu Chhotu Ram University of Science & Technology, Murthal, Sonepat	Sonepat	1991	60	State	State	5	
67	Haryana	HR03	Gateway College Of Architecture & Design Gateway Campus	Deen Bandhu Chhotu Ram University of Science & Technology, Murthal, Sonepat	Sonepat	2008	120	State	Private	1.21	
68	Haryana	HR05	Budha College Of Architecture	Kurukshetra University	Karnal	2009	0	State	Private	0.85	Under Closure
69	Haryana	HR07	Icl Institute of Architecture and Town Planning	Kurukshetra University	Ambala	2009	0	State	Private	0.73	Under Closure
70	Haryana	HR08	Lingayas University School of Architecture	Lingayas University, Faridabad	Faridabad	2010	20	Private	Private	1.4	

71	Haryana	HR09	Om Institute of Architecture & Design Juglan Hisar, Haryana	OM Sterling Global University	Hisar	2010	20	Private	Private	0.61	
72	Haryana	HR11	Ganga Institute of Architecture & Town Planning	Maharshi Dayanand University, Rohtak	Jhajjar	2011	60	State	Private	0.63	
73	Haryana	HR12	Mm School of Architecture	Maharishi	Ambala	2011	20	Private	Private	0.98	
74	Haryana	HR13	Amity School Of Architecture & Planning	Amity University Gurgaon, Manesar, Gurgaon	Gurgaon	2011	30	Private	Private	2.18	
75	Haryana	HR14	Hindu College of Design, Architecture & Planning	Deen Bandhu Chhotu Ram University of Science & Technology, Murthal, Sonepat	Sonepat	2011	40	State	Private	0.54	
76	Haryana	HR15	State Institute of Urban Planning and Architecture	Pandit Lakhmi Chand State University of Performing and Visual Arts, Rohtak	Rohtak	2012	40	State	State	0.4	
77	Haryana	HR16	South Point School of Architecture	Deen Bandhu Chhotu Ram University of Science & Technology, Murthal, Sonepat	Sonepat	2012	0	State	Private	0.53	Under Closure
78	Haryana	HR17	Ccls College Of Architecture & Design	Maharshi Dayanand University, Rohtak	Rohtak	2012	0	State	Private	0.57	Under Closure
79	Haryana	HR18	P.M. College of Architecture	Deen Bandhu Chhotu Ram University of Science & Technology, Murthal, Sonepat	Sonepat	2012	0	State	Private	0.7	Under Closure
80	Haryana	HR21	School Of Architecture & Planning K.R. Mangalam University	K.R. Mangalam University, Gurgaon	Gurgaon	2013	20	Private	Private	1.45	
81	Haryana	HR22	Bhagwan Mahaveer School of Architecture	Guru Gobind Singh Indraprastha University, New Delhi	Sonepat	2015	80	State	Private	0.83	
82	Haryana	HR23	Faculty Of Architecture & Town Planning, PDM University	PDM University, Bahadurgarh		2014	0	Private	Private	0.92	Under Closure

83	Haryana	HR25	School Of Architecture & Planning, G.D. Goenka University	G.D. Goenka University, Gurgaon	Gurgaon	2014	0	Private	Private	1.5	
84	Haryana	HR26	Delhi Institute of Architecture & Planning	Maharshi Dayanand University, Rohtak	Faridabad	2015	20	State	Private	Info. not	
85	Haryana	HR27	Faculty Of Planning and Architecture Manav Rachna International University	Manav Rachna International University	Faridabad	2014	30	Private	Private	2.16	
86	Haryana	HR28	Faculty Of Architecture & Planning Jagan Nath University	Jagannath University, Jaipur	Jhajjar	2014	0	Private	Private	1.06	Under Closure
87	Haryana	HR30	World School of Planning and Architecture	World University of Design, Rajiv Gandhi Education City, Sonipat	Sonepat	2016	40	Private	Private	1.68	
88	Haryana	HR31	Jindal School Of Art and Architecture	O.P. Jindal Global University, Sonipat	Sonipat	2018	40	Private	Private	4	
89	Jharkhand	JH01	Faculty Of Architecture Birla Institute of Technology Mesra, Ranchi	Birla Institute of Technology, Mesra, Ranchi	Ranchi	2018	40	Private	Private	3.46	
90	Jharkhand	JH01A	Study Centre Jh01A Birla Institute of Technology International Centre, Ras Al Khaimah (UAE)	Birla Institute of Technology, Mesra, Ranchi	Dubai	2010	0	Private	Private	Info. not	Under Closure
91	Jharkhand	JH02	Awadh College Of Architecture	Jharkhand University of Technology, Ranchi	Singhbhum	2015	10	State	Private	1.4	
92	Jammu Kashmir	JK01	School Of Architecture and	Shri Mata Vaishno Devi University, Katra	Udhampur	2006	40	Private	Private	1.53	
93	Jammu Kashmir	JK03	Govt. M.A.M College Jammu	University of Jammu	Jammu & Kashmir	2017	40	State	State	Info. not	
94	Jammu Kashmir	JK04	Abdul Ahad Azad Memorial Degree College Bemina Srinagar	University of Kashmir	Srinagar	2017	40	State	State	Info. not	

95	Jammu Kashmir	JK05	Islamic University of Science & Technology	Islamic University of Science & Technology, Pulwama, J&K	Srinagar	2020	40	Central	State	Info. not	
96	Karnataka	KA01	Department Of Architecture U.V. C.E. Bangalore University Bangalore	Bangalore Univ.	Bangalore	1967	40	State	State	0.34	
97	Karnataka	KA02	Manipal School Of Architecture and Planning	Manipal University, Manipal	Manipal	1978	160	Private	Private	3.89	
98	Karnataka	KA02A	Study Centre Ka02A Department of Interior Design Manipal University-Dubai Campus	Manipal University, Manipal	Dubai	2012	40	Private	Private	Info. not	
99	Karnataka	KA03	Bms College Of Architecture	Visvesvaraya Technological University, Belgaum	Bangalore	1980	120	State	Private	2.22	
100	Karnataka	KA05	School Of Architecture Kle	KLE Technological University, Hubli	Hubli	1983	80	Private	Private	2.38	
101	Karnataka	KA06	Poojya Dr. Shivakumar Swamiji School of Architecture	Visvesvaraya Technological University, Belgaum	Gulbarga	1983	80	State	Private	Info. not	
102	Karnataka	KA07	Dayananda Sagar School of Architecture	Visvesvaraya Technological University, Belgaum	Bangalore	1991	120	State	Private	0.84	
103	Karnataka	KA08	School Of Architecture Blde Associations College of Engineering & Technology Bijapur	Visvesvaraya Technological University, Belgaum	Vijaypur	1991	40	State	Private	0.91	
104	Karnataka	KA09	Malik Sandal Institute of Art & Architecture Bijapur	Visvesvaraya Technological University, Belgaum	Bagalkot	1991	20	State	Private	0.55	
105	Karnataka	KA11	School Of Architecture Ms Ramaiah Institute of Technology Bangalore	Visvesvaraya Technological University, Belgaum	Bangalore	1992	80	State	Private	0.84	

106	Karnataka	KA12	R.V. College of Architecture	Visvesvaraya Technological University, Belgaum	Bangalore	1992	120	State	Private	0.84	
107	Karnataka	KA13	School Of Architecture Siddaganga Institute of Technology Campus Tumkur	Visvesvaraya Technological University, Belgaum	Tumkur	1992	40	State	State	0.84	
108	Karnataka	KA14	Karnataka Law Society S Gogte Institute of Technology Belgaum	Visvesvaraya Technological University, Belgaum	Balgaum	1998	80	State	Private	0.84	
109	Karnataka	KA15	School Of Planning and Architecture	University of Mysore, Mysore	Mysore	2002	60	State	State	1.4	
110	Karnataka	KA16	Acharyas Nrv School Of Architecture	Visvesvaraya Technological University, Belgaum	Bangalore	2009	80	State	Private	7.2	
111	Karnataka	KA17	Bms School Of Architecture	Visvesvaraya Technological University, Belgaum	Bangalore	2010	120	State	Private	2.22	
112	Karnataka	KA19	The Oxford School of Architecture	Visvesvaraya Technological University, Belgaum	Bangalore	2012	40	State	Private	0.91	
113	Karnataka	KA21	School Of Architecture Srinivas Institute of Technology	Visvesvaraya Technological University, Belgaum	Mangalore	2012	80	State	Private	0.91	
114	Karnataka	KA22	School Of Architecture, Dayananda Sagar Academy of Technology and	Visvesvaraya Technological University, Belgaum	Bangalore	2012	60	State	Private	0.88	
115	Karnataka	KA24	Sjb School Of Architecture and Planning	Visvesvaraya Technological University, Belgaum	Bangalore	2013	80	State	Private	0.58	
116	Karnataka	KA25	Impact School of Architecture	Visvesvaraya Technological University, Belgaum	Bangalore	2013	40	State	Private	2.14	
117	Karnataka	KA27	Gopalan School Of Architecture and Planning	Visvesvaraya Technological University, Belgaum	Bangalore	2014	40	State	Private	3	
118	Karnataka	KA28	R.R. School Of Architecture	Visvesvaraya Technological University, Belgaum	Bangalore	2014	40	State	Private	0.58	

119	Karnataka	KA29	Mysore School Of Architecture	Visvesvaraya Technological University, Belgaum	Mysore	2014	80	State	Private	1.3	
120	Karnataka	KA30	Bgs School Of Architecture and Planning	Visvesvaraya Technological University, Belgaum	Bangalore	2015	80	State	Private	0.59	
121	Karnataka	KA31	Bearys Enviro-Architecture Design School	Visvesvaraya Technological University, Belgaum	Dakshina Kannada	2015	30	State	Private	1.5	
122	Karnataka	KA32	Nitte Institute of Architecture	Nitte University, Mangaluru, Karnataka	Dakshina Kannada	2015	40	Private	Private	2.67	
123	Karnataka	KA33	K.S. School of Architecture	Visvesvaraya Technological University, Belgaum	Bangalore	2015	40	State	Private	2	
124	Karnataka	KA34	Wadiyar Centre For Architecture	Visvesvaraya Technological University, Belgaum	Mysore	2015	80	State	Private	0.97	
125	Karnataka	KA35	Aditya Academy of Architecture and Design	Visvesvaraya Technological University, Belgaum	Bangalore	2015	80	State	Private	0.588	
126	Karnataka	KA36	School Of Architecture, Reva University	Reva University, Bangalore	Bangalore	2015	80	Private	Private	3	
127	Karnataka	KA37	School Of Architecture, Cmr University	CMR University, Bangalore	Bangalore	2015	80	Private	Private	4.5	
128	Karnataka	KA38	School Of Architecture, Hms Institute of Technology	Visvesvaraya Technological University, Belgaum	Tumkar	2016	30	State	Private	0.75	
129	Karnataka	KA39	Faculty Of Architecture, Pes University	PES University	Bangalore	2016	40	Private	Private	0.908	
130	Karnataka	KA40	Brindavan College Of Architecture	Visvesvaraya Technological University, Belgaum	Bangalore	2016	40	State	Private	0.906	
131	Karnataka	KA41	Nitte School Of Architecture Planning and Design	Visvesvaraya Technological University, Belgaum	Bangalore	2016	80	State	Private	4	
132	Karnataka	KA42	Angadi School Of Architecture	Visvesvaraya Technological University, Belgaum	Belgaum	2016	40	State	Private	Info. not	

133	Karnataka	KA43	Rns School Of Architecture	Visvesvaraya Technological University, Belgaum	Bangalore	2017	40	State	Private	0.53	
134	Karnataka	KA44	Sir M V School of Architecture	Visvesvaraya Technological University, Belgaum	Bangalore	2017	40	State	Private	Info. not	
135	Karnataka	KA45	School Of Architecture, Christ University	Christ University, Bengaluru	Bangalore	2017	80	Pri-vate	Private	2.4	
136	Karnataka	KA46	East West School of Architecture	Visvesvaraya Technological University, Belgaum	Bangalore	2018	40	State	Private	0.58	
137	Karnataka	KA47	Department Of Architecture, Faculty of Engineering & Technology	Sharnbasva University	Gulbarga	2018	40	Pri-vate	Private	Info. not	
138	Karnataka	KA48	Gsss School Of Architecture for Women	Visvesvaraya Technological University, Belgaum	Mysore	2020	40	State	Private	0.25	
139	Karnataka	KA49	Jss Institute of Architecture and Planning	Visvesvaraya Technological University, Belgaum	Dharwad	2021	40	State	Private	Info. not	
140	Kerala	KL01	Department Of Architecture College of Engineering	University Of Kerala	Thiruvanan-thapuram	1964	40	State	State	0.06	
141	Kerala	KL02	School Of Architecture Tkm College of Engineering Kollam	APJ Abdul Kalam Technological University,	Kollam	1985	80	State	State	0.55	
142	Kerala	KL03	School Of Architecture Mes College of Engineering, Kuttipuram Malappuram District	APJ Abdul Kalam Technological University,	Malappu-ram	1985	40	State	Private	1.14	
143	Kerala	KL04	Faculty Of Architecture National Institute of Technology, Kozhikode	National Institute of Technology Calicut, Kozhikode	Kozhikode	2008	40	State	State	1.356	
144	Kerala	KL05	School Of Architecture Government Engineering College Thrissur	APJ Abdul Kalam Technological University,	Thrissur	2002	40	State	State	0.22	

145	Kerala	KL07	Devaki Ammas	University of Calicut		2010	40	State	Private	1.09	
146	Kerala	KL08	Bishop Jerome School of Architecture & Design, Bishop Jerome Institution	APJ Abdul Kalam Technological University,	Kollam	2010	30	State	Private	1.5	
147	Kerala	KL09	School Of Architecture Rajiv-Gandhi Institute of Technology	APJ Abdul Kalam Technological University,	Kottayam	2011	40	State	State	0.2	
148	Kerala	KL10	Holy Crescent College of Architecture	Mahatma Gandhi University, Kottayam	Alwaye	2011	40	State	Private	0.79	
149	Kerala	KL11	Tkm School Of Architecture Kollam	Cochin University of Science and Technology	Kollam	2014	40	State	Private	0.55	
150	Kerala	KL12	College Of Architecture Thinavila	APJ Abdul Kalam Technological University,	Thriruvan-thapuram	2011	120	State	Private	1.11	
151	Kerala	KL14	Ies-College-Of Architecture, Chittilappilly	University of Calicut	Thrissur	2012	40	State	Private	0.8	
152	Kerala	KL15	Al Salama Institute of Architecture	University of Calicut	Thrissur	2011	40	State	Private	0.55	
153	Kerala	KL16	Sneha College Of Architecture	University of Calicut	Palakkad	2012	10	State	Private	0.8	
154	Kerala	KL17	School Of Architecture College of Engineering and Technology	APJ Abdul Kalam Technological University,	Kannur	2015	40	State	Private	1.05	
155	Kerala	KL18	Asian School of Architecture and Design	Mahatma Gandhi University, Kottayam	Kochi	2012	40	State	Private	0.88	
156	Kerala	KL19	Global Institute of Architecture	University of Calicut	Palakkad	2013	60	State	Private	0.8	
157	Kerala	KL20	Kmct College Of Architecture	University of Calicut	Kozhikode	2013	40	State	Private	0.8	
158	Kerala	KL21	Kmct College Of Architecture	University of Calicut	Kozhikode	2013	40	State	Private	0.8	
159	Kerala	KL22	Kmea College Of Architecture	Mahatma Gandhi University, Kottayam	Kochi	2013	80	State	Private	1	

160	Kerala	KL23	School Of Architecture	Mahatma Gandhi University, Kottayam	Ernakulam	2013	40	State	Private	0.8	
161	Kerala	KL24	Mes College Of Architecture	University of Calicut	Kozhikode	2013	40	State	Private	0.8	
162	Kerala	KL26	Marian College Of Architecture & Planning	Cochin University of Science and Technology	Thiruvanan-thapuram	2014	80	State	Private	0.55	
163	Kerala	KL27	Mangalam School Of Architecture and Planning at Mangalam, College of Engineering Campus	Mahatma Gandhi University, Kottayam	Kottayam	2014	80	State	Private	2.7	
164	Kerala	KL28	Nizar Rahim And Mark School of Architecture	Cochin University of Science and Technology	Kollam	2014	40	State	Private	0.95	
165	Kerala	KL29	Eranad Knowledge City College of Architecture	University of Calicut	Malappu-ram	2014	80	State	Private	0.9	
166	Kerala	KL30	Scms School Of Architecture	Mahatma Gandhi University, Kottayam	Ernakulam	2014	80	State	Private	0.89	
167	Kerala	KL31	Vedavyasa College Of Architecture	University of Calicut		2014	10	State	Private	0.8	
168	Kerala	KL32	Thejus College Of Architecture	University of Calicut	Thrissur	2014	80	State	Private	0.55	
169	Kerala	KL34	D C School of Architecture and Design	Mahatma Gandhi University, Kottayam	Idukki	2014	60	State	Private	0.8	
170	Kerala	KL35	Avani Institute of Design	University of Calicut	Kozhikode	2014	80	State	Private	0.84	
171	Kerala	KL36	Talent Institute of Architecture, Tiba	University of Calicut		2015	40	State	Private	--	
172	Kerala	KL37	Nehru College Of Architecture	University of Calicut	Palakkad	2015	40	State	Private	2.12	
173	Kerala	KL39	Seed-A.P.J. Abdul Kalam School of	Mahatma Gandhi University, Kottayam	Muvattupu-zha	2016	40	State	Private	0.5	
174	Kerala	KL40	Mea College of Architecture	University of Calicut	Perinthal-manna	2020	0	State	Private	0.8	Under Closure

175	Kerala	KL41	Dc School of Architecture and Design, Trivandrum	APJ Abdul Kalam Technological University,	Thiruvanan-thapuram	2021	40	State	Private	0.8	
176	Maharashtra	MH01	Sir J.J. College of Architecture Mumbai	University of Mumbai	Mumbai	1896	67	State	State	0.08	
177	Maharashtra	MH02	L.S. Raheja School of Architecture Mumbai	University of Mumbai	Mumbai	2007	80	State	Private	1.2	
178	Maharashtra	MH03	Academy Of Architecture	University of Mumbai	Mumbai	2009	100	State	Private	1.7	
179	Maharashtra	MH04	Faculty Of Architecture	N.I.T. (Deemed University)	Nagpur	2009	62	State	State	1.37	
180	Maharashtra	MH05	Bkps College Of Architecture	Savitribai Phule Pune University, Pune	Pune	1978	20	State	Private	0.25	
181	Maharashtra	MH06	School Of Architecture College of Engineering & Technology Akola	Sant Gadge Baba Amravati University, Amravati	Akola	1983	40	Pri-vate	Private	1.05	
182	Maharashtra	MH07	School Of Architecture D.Y. Patil College of Engineering & Technology, Kolhapur	Shivaji University, Kolhapur	Kolhapur	1984	80	State	Private	0.96	
183	Maharashtra	MH08	School Of Architecture G.S. Mandal`S Marathwada Institute of Technology Aurangabad	Dr Babasaheb Ambedkar Technological University, Lonere	Aurangabad	1984	40	State	Private	1.08	
184	Maharashtra	MH09	Shri Prince Shivaji Maratha Boarding House`S College of Architecture, Kolhapur	Shivaji University, Kolhapur	Kolhapur	1984	40	State	Private	1.32	
185	Maharashtra	MH10	Marathwada Mitra Mandals College of Architecture Pune	Savitribai Phule Pune University, Pune	Pune	1985	80	State	Public Private	1.21	
186	Maharashtra	MH100	Marathwada Mitra Mandals Institute of	Dr Babasaheb Ambedkar Technological University, Lonere	Pune	2017	40	State	Private	1.23	

187	Maharashtra	MH101	School Of Architecture, Symbiosis Skills and Professional University, Pune	Symbiosis Skills and Professional University, Pune	Pune	2017	80	Private	Private	1.38	
188	Maharashtra	MH102	Vivekanand Education Society College of Architecture	University of Mumbai	Mumbai	2018	80	State	Private	1.25	
189	Maharashtra	MH103	D. Y. Patil College of Architecture	Shivaji University, Kolhapur	Kolhapur	2018	40	State	Private	1.15	
190	Maharashtra	MH104	Vasantdada Patil Pratishthans Manohar Phalke College of Architecture	University of Mumbai	Mumbai	2018	40	State	Private	1.1	
191	Maharashtra	MH105	D Y Patil Deemed to Be University School of Architecture	D Y Patil Deemed to be University, Navi Mumbai	Navi Mumbai, Mumbai	2018	0	Private	Private	1.02	Under Closure
192	Maharashtra	MH106	Sanjay Ghodawat University, Kolhapur	Sanjay Ghodawat University, Kolhapur	Kolhapur	2018	40	Private	Private	1.55	
193	Maharashtra	MH107	Solapur Education Societys College of Architecture Solapur	Solapur University, Solapur	Solapur	2018	40	State	Private	1.1	
194	Maharashtra	MH108	Dayanand Education Society	Swami Ramanand Teerth Marathwada University, Nanded	Latur	2018	40	State	Private	0.95	
195	Maharashtra	MH109	Dr Manoj A Shete College of Architecture	University of Mumbai	Thane, Mumbai	2018	0	State	Private	Info. not	Under Closure
196	Maharashtra	MH11	School Of Architecture M.P. Institute of Engineering & Technology (Dist. Bhandara), Gondia	Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur	Kudwa	1987	0	State	Private	Info. not	Under Closure
197	Maharashtra	MH111	Symbiosis School of Planning, Architecture and Design	Symbiosis International University, Pune	Nagpur	2019	40	Private	Private	3	

198	Maharashtra	MH113	Tatyasaheb Kore College of Architecture,	Dr Babasaheb Ambedkar Technological University, Lonere	Kolhapur	2019	40	State	Private	0.49	
199	Maharashtra	MH114	Sipna School Of Planning and Design	Sant Gadge Baba Amravati University, Amravati	Amravati	2019	40	Private	Private	1.05	
200	Maharashtra	MH115	Indala School Of Architecture	University of Mumbai	Thane, Mumbai	2019	40	State	Private	0.53	
201	Maharashtra	MH116	Dr. J.J. Magdum College of Architecture	Shivaji University, Kolhapur	Jaysingpur	2019	0	State	Private	0.92	Under Closure
202	Maharashtra	MH117		Vishwakarma University, Pune	Pune	2019	40	Private	Private	1.7	
203	Maharashtra	MH118	School Of Architecture, Chhatrapati Shivaji Maharaj University	Chhatrapati Shivaji Maharaj University	Panvel	2019	20	Private	Private	1.3	
204	Maharashtra	MH119	Universal College of Architecture	University of Mumbai	Palghar	2020	40	State	Private	Info. not	
205	Maharashtra	MH12	Department Of Architecture Jawahar Lal Nehru Engineering College	MGM University, Aurangabad	Aurangabad	1989	80	Private	Private	Info. not	
206	Maharashtra	MH120	Dnyandeep Shikshan Prasarak Mandal'S Dnyandeep College of Architecture, Boraj- Khed	University of Mumbai	Ratnagiri	2021	40	State	Private	Info. not	
207	Maharashtra	MH13	Mvp Samajs College of Architecture	Savitribai Phule Pune University, Pune	Nashik	2021	80	State	Private	1.26	
208	Maharashtra	MH14	Bharati Vidyapeeths College of Architecture Navi Mumbai	University of Mumbai	Navi Mumbai	2021	120	State	Private	1.03	
209	Maharashtra	MH15	Kamala Raheja Vidyanidhi Institute for Architecture &	University of Mumbai	Mumbai	2021	80	State	Private	1.66	
210	Maharashtra	MH16	D.Y. Patil School of Architecture	D Y Patil Deemed to be University, Navi Mumbai	Mumbai	2021	120	Private	Private	1.4	

211	Maharashtra	MH17	Mahatma Education Society Pillais College of Architecture New Panvel	University of Mumbai	New Panvel	2021	80	State	Private	1.39	
212	Maharashtra	MH18	Rizvi College Of Architecture Mumbai	University of Mumbai	Mumbai	2021	80	State	Private	1.3	
213	Maharashtra	MH19	Bharati Vidyapeeth University College of Architecture Katraj-Dhankawadi Pune	Bharati Vidyapeeth University, Pune	Pune	1993	80	Pri-vate	Private	Info. not	
214	Maharashtra	MH20	Smt.	Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur	Nagpur	1993	120	State	Private	1	
215	Maharashtra	MH21	Maharshi Karve Stree Shikshan Samstha`S Dr. Bhanuben Nanavati College of Architecture for Women Pune	Savitribai Phule Pune University, Pune	Pune	1993	160	State	Private	1.98	
216	Maharashtra	MH23	Shri Siddeshwar Shikshan Mandal`S College of Architecture Solapur	Solapur University, Solapur	Solapur	1993	30			1.1	
217	Maharashtra	MH24	Shri V.B. Patil Trust`S Appasaheb Birnale College of Architecture Sangli	Shivaji University, Kolhapur	Sangli	1993	80	State	Private	0.81	
218	Maharashtra	MH25	School Of Architecture Kavikulguru Institute of Technology & Science Dist.Nagpur	Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur	Nagpur	1994	20	State	Private	0.69	
219	Maharashtra	MH26	Priyadarshini Institute of Architecture and Design Studies Nagpur	Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur	Nagpur	1994	120	State	Private	1.26	

220	Maharashtra	MH27	Indian Education Society S College of Architecture Mumbai	University of Mumbai	Mumbai	1995	60	State	Private	1.8	
221	Maharashtra	MH28	Dr. Baliram Hiray College of Architecture	University of Mumbai	Mumbai	1995	160	State	Private	0.9	
222	Maharashtra	MH29	Pravara Rural College of Architecture Dist. Ahmednagar	Savitribai Phule Pune University, Pune	Shrirampur	1996	40	State	Private	0.9	
223	Maharashtra	MH30	Vivekanand Institute of Technologys	Savitribai Phule Pune University, Pune	Pune	1995	80	State	Private	1.345	
224	Maharashtra	MH31	M.C.E. Society`S Allana College of Architecture Pune	Savitribai Phule Pune University, Pune	Pune	1999	40	State	Private	1.65	
225	Maharashtra	MH32	Padmashree Dr. D.Y. Patil College of Architecture	Savitribai Phule Pune University, Pune	Pune	2000	120	State	Private	0.98	
226	Maharashtra	MH33	Sinhgad College Of Architecture	Savitribai Phule Pune University, Pune	Pune	2000	160	State	Private	1.285	
227	Maharashtra	MH34	Late Shri Bapuraoji Deshmukh Degree College of Architecture, Distt. Wardha	Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur	Wardha	2005	0	State	Private	Info. not	Under Closure
228	Maharashtra	MH39	Asmita College Of Architecture Distt. Thane Maharashtra	University of Mumbai	Thane, Mumbai	2006	Zero	State	Private	1.225	
229	Maharashtra	MH42	Balwant Sheth School of Architecture Svkms Nmims	SVKMs NMIMS University, Mumbai	Mumbai	2007	80	Pri-vate	Private	4.05	
230	Maharashtra	MH44	Shrikrishna Educational & Cultural Mandals College of Architecture	North Maharashtra University, Jalgaon	Jalgaon	2007	0			0.7	Under Closure
231	Maharashtra	MH45	Samyak Sankalpa College of Architecture	University of Mumbai	Thane, Mumbai	2008	0	State	Private	0.75	Under Closure

232	Maharashtra	MH47	Ideas-Institute of Design Education & Architecture Studies	Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur	Nagpur	2009	120	State	Private	1.1	
233	Maharashtra	MH48	Vidya Vardhans Institute of Design Environment and Architecture	Dr Babasaheb Ambedkar Technological University, Lonere	Nashik	2010	80	State	Private	0.675	
234	Maharashtra	MH49	Vidya Pratishthans School of Architecture	Savitribai Phule Pune University, Pune	Pune	2010	40	State	Private	0.95	
235	Maharashtra	MH50	Adas Minerva College of Architecture	Savitribai Phule Pune University, Pune	Pune	2010	40	State	Private	0.96	
236	Maharashtra	MH51	P.R. Patil College of Architecture	Sant Gadge Baba Amravati University, Amravati	Amravati	2022	40	Private	Private	0.9	
237	Maharashtra	MH52	Radhikatai Pandav Institute of Architecture Bahadura	Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur	Nagpur	2010	0	State	Private	1.1	Under Closure
238	Maharashtra	MH53	Viva School Of Architecture	University of Mumbai	Palghar, Mmr	2010	80	State	Private	1.2	
239	Maharashtra	MH54	Mahatma Education Societys Pillais Hoc College of Architecture	University of Mumbai	Raigad	2010	80	State	Private	1.1	
240	Maharashtra	MH55	School Of Architecture Anjuman-I-Islams Kalsekar Technical Campus	University of Mumbai	Navi Mumbai, Mumbai	2011	80	State	Private	1.41	
241	Maharashtra	MH56	Dr. D.Y. Patil School of Architecture	Ajeenkya D Y Patil University, Pune	Pune	2011	120	Private	Private	1.02	
242	Maharashtra	MH57	Lokmanya Tilak Institute of Architecture & Design	University of Mumbai	Navi Mumbai, Mumbai	2011	80	State	Private	1.05	
243	Maharashtra	MH58	Tulsiramji Gaikwad-Patil College of Architecture	Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur	Nagpur	2011	40	State	Private	1.22	

244	Maharashtra	MH59	Oyster College Of Architecture	Dr. Babasaheb Ambedkar Marathwada University, Aurangabad	Aurangabad	2011	40	State	Private	0.5	
245	Maharashtra	MH61	St. Wilfreds Institute of Architecture Raigad	University of Mumbai	Raigad	2014	40	State	Private	1.3	
246	Maharashtra	MH62	Aayojan School Of Architecture and Design	Savitribai Phule Pune University, Pune	Pune	2012	80	State	Private	0.93	
247	Maharashtra	MH66	Satish Misal Educational Foundation - Brick School of Architecture	Savitribai Phule Pune University, Pune	Pune	2014	80	State	Private	1.36	
248	Maharashtra	MH67	Aditya College Of Architecture	University of Mumbai	Navi Mumbai, Mumbai	2014	80	State	Private	1.5	
249	Maharashtra	MH68	Pravara Rural Education Society College of Architecture	Savitribai Phule Pune University, Pune	Nashik	2013	0	State	Private	1.1	Under Closure
250	Maharashtra	MH70	Smt. Premalati Chavan College of Architecture	Shivaji University, Kolhapur	Satara	2013	40	State	Private	0.7	
251	Maharashtra	MH71	Akhil Bharatiya Maratha Shikshan Parishads Anantrao Pawar College of Architecture	Savitribai Phule Pune University, Pune	Pune	2014	80	State	Private	1.13	
252	Maharashtra	MH72	Ideal Institute of Architecture	University of Mumbai	Thane, Mumbai	2014	40	State	Private	1.25	
253	Maharashtra	MH73	Thakur School Of Architecture & Planning	University of Mumbai	Mumbai	2014	120	State	Private	2	
254	Maharashtra	MH74	Pimpri Chinchwad Education Trust S.B. Patil College of Architecture and Design	Savitribai Phule Pune University, Pune	Pune	2014	120	State	Private	1.17	
255	Maharashtra	MH75	D.Y. Patil School of Architecture	D.Y. Patil University, Pune	Pune	2014	120	Private	Private	1.226	
256	Maharashtra	MH76	School Of Environment and Architecture	University of Mumbai	Mumbai	2014	40	State	Private	1.78	

257	Maharashtra	MH77	C.T.E.S. College of Architecture	University of Mumbai	Mumbai	2014	80	State	Private	0.91	
258	Maharashtra	MH78	Shree Chanakya Education Society Indira College of Architecture and Design	Savitribai Phule Pune University, Pune	Pune	2015	0	State	Private	1.5	
259	Maharashtra	MH79	Trinity College Of Architecture	Savitribai Phule Pune University, Pune	Pune	2015	40	State	Private	1.27	
260	Maharashtra	MH80	Jai Shri	University of Mumbai	Thane, Mumbai	2015	80	State	Private	1.1	
261	Maharashtra	MH81	Jhulelal Institute of Architecture	Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur	Nagpur	2015	20	State	Private	1	
262	Maharashtra	MH82	Ideal College of Architecture	Shivaji University, Kolhapur	Kolhapur	2015	30	State	Private	0.67	
263	Maharashtra	MH84	Yashoda College Of Architecture Satara	Shivaji University, Kolhapur	Satara	2015	40	State	Private	1.13	
264	Maharashtra	MH85	Amity School Of Architecture and Planning	Amity University Mumbai, Mumbai	Raigarh	2015	30	Pri-vate	Private	Info. not	
265	Maharashtra	MH86	Smt. Kashibai Navale College of Architecture	Savitribai Phule Pune University, Pune	Pune	2015	80	State	Private	1.5	
266	Maharashtra	MH88	Mets School Of Architecture and Interior Design	Savitribai Phule Pune University, Pune	Nashik	2017	40	State	Private	1.4	
267	Maharashtra	MH89		University of Mumbai	Raigad	2016	40	State	Private	1.05	
268	Maharashtra	MH90	Bharatratna Dr. A.P.J. Abdul Kalam College of Architecture	Dr. Babasaheb Ambedkar Marathwada University, Aurangabad	Aurangabad	2016	0	State	Private	0.5	Under Closure
269	Maharashtra	MH91	Shri Shivaji Maratha Societys College of Architecture	Savitribai Phule Pune University, Pune	Pune	2016	40	State	Private	1.15	
270	Maharashtra	MH92	Vidya Pratisthans Indapur College of Architecture	Savitribai Phule Pune University, Pune	Pune	2016	0	State	Private	0.81	Under Closure

271	Maharashtra	MH93	Walwa Taluka Education Societys Shri S.D. Patil College of Architecture	Shivaji University, Kolhapur	Islampur	2016	40	State	Private	0.85	
272	Maharashtra	MH94	Smt. K.L. Tiwari College of Architecture	University of Mumbai	Thane, Mumbai	2016	40	State	Private	1.45	
273	Maharashtra	MH95	Mit Art, Design and Technology University Punes School of Architecture	MIT Art, Design & Technology University, Pune	Pune	2016	80	Pri-vate	Private	1.71	
274	Maharashtra	MH96	Pune District Education Associations College of Architecture	Savitribai Phule Pune University, Pune	Pune	2017	40	State	Private	1.1	
275	Maharashtra	MH97	Flora College Of Architecture	Savitribai Phule Pune University, Pune	Pune	2016	40	State	Private	1.1	
276	Maharashtra	MH98	Aditya College Of Architecture	Dr. Babasaheb Ambedkar Marathwada University, Aurangabad	Beed	2016	0	State	Private	Info. not	Under Closure
277	Maharashtra	MH99	Ramesh Phirodia College of Architecture	Dr Babasaheb Ambedkar Technological University, Lonere	Ahmed-nagar	2017	10	State	Private	0.93	
278	Meghalaya	ML01	Department Of Architecture School of Technology North-Eastern Hill University	North Eastern Hill University, Shillong	Shillong	2014	30	Cen-tral		0.41	
279	Madhya Pradesh	MP01	Faculty Of Architecture Maulana Azad National Institute of Technology	Maulana Azad National Institute of Technology, Bhopal	Bhopal	1963	80	State	State	1.41	
280	Madhya Pradesh	MP02	School Of Architecture Madhav Institute of Technology	Rajiv Gandhi Proudyogiki	Gwalior	1984	40	State	Private	0.6	
281	Madhya Pradesh	MP04	I.P.S. Academy's School of Architecture	Rajiv Gandhi Proudyogiki	Indore	1984	120	State	Private	Info. not	

282	Madhya Pradesh	MP05	College Of Architecture Sdps Women's College	Rajiv Gandhi Proudyogiki	Indore	2006	30	State	Private	0.4	
283	Madhya Pradesh	MP06	Hitkarni College Of Architecture & Town	Rajiv Gandhi Proudyogiki	Jabalpur	2009	40	State	State	0.275	
284	Madhya Pradesh	MP07		Rajiv Gandhi Proudyogiki	Bhopal	2010	30	State	Private	0.243	
285	Madhya Pradesh	MP08	Amity School Of Architecture & Planning Amity University	Amity University, Madhya Pradesh	Gwalior	2012	30	Private	Private	0.78	
286	Madhya Pradesh	MP09	School Of Architecture & Design Itm University	ITM University, Gwalior	Gwalior	2012	40	Private	Private	1.45	
287	Madhya Pradesh	MP10	School Of Planning & Architecture, Bhopal	School of Planning & Architecture, Bhopal	Bhopal	2008	80	Central	Central	0.5	
288	Madhya Pradesh	MP11	Faculty Of Architecture Rkdf University	RKDF University	Bhopal	2014	30	Private	Private	0.55	
289	Madhya Pradesh	MP12	Shri Vaishnav Institute of Architecture	Shri Vaishnav Vidyapeeth	Indore	2016	40	Private	Private	0.73	
290	Madhya Pradesh	MP13	School Of Architecture-Lnct University	LNCT University, Bhopal	Bhopal	2018	40	Private	Private	0.8	
291	Madhya Pradesh	MP14	Institute Of Architecture, Sage University	Sage University, Indore	Indore	2018	40	Private	Private	0.7	
292	Madhya Pradesh	MP15	College Of Architecture, Dr. A. P. J. Abdul Kalam University	Dr. A.P.J. Abdul Kalam University, Indore	Indore	2022	20	Private	Private	0.54	
293	Madhya Pradesh	MP16	School Of Architecture, Rajiv Gandhi Proudyogiki	Rajiv Gandhi P.	Bhopal	2020	40	State	State	0.48	
294	Madhya Pradesh	MP17	School Of Design, Sri Satya Sai University of Technology and Medical Sciences	Sri Satya Sai University of Technology & Medical Sciences, Bhopal	Sehore	2020	40	Private	Private		
295	Madhya Pradesh	MP18	School Of Architecture, Vit Bhopal University	VIT Bhopal University	Sehore	2021	40	Private	Private	0.57	

296	Mizoram	MZ01	Department Of Planning and Architecture, Mizoram University	Mizoram University, Tanhril, Aizawl	Mizoram	2015	30	Central	Central	1.71	
297	Odisha	OR01	Faculty Of Architecture and Design College of Engineering & Technology	Odisha University of Technology and Research	Bhubaneshwar	1985	20	State	State	0.57	
298	Odisha	OR02	Piloo-Mody College of Architecture Ajay-Binay Institute of Technology	Biju Patnaik University of Technology, Rourkela	Cuttack	1993	120	State	Private	0.576	
299	Odisha	OR03	School Of Architecture and Planning	KIIT University, Bhubaneswar	Bhubaneshwar	2013	40	Private	Private	3.19	
300	Odisha	OR04	School Of Architecture, Planning & Design	Centurion University of Technology and Management	Khurda	2014	0	Private	Private	1.82	Under Closure
301	Odisha	OR05	Sgi School Of Architecture At-Nachhipur, Po-Bhatapatana	Biju Patnaik University of Technology, Rourkela	Khordha	2014	20	State	Private	Info not	
302	Odisha	OR06	National Institute of Technology Rourkela, Odisha	National Institute of Technology, Rourkela	Rourkela	2013	20	Private	Private	1.58	
303	Odisha	OR07	Faculty Of Architecture, Sri University	Sri University, Cuttack	Cuttack	2015	40	Private	Private	1.2	
304	Odisha	OR08	Department Of Architecture and Planning Indira Gandhi Institute of Technology	Indira Gandhi Institute of Technology At-Sarang	Dhenkanal	2016	0	State	State	1	Under Closure
305	Odisha	OR09	Department Of Architecture Veer Surendra Sai University of Technology	Veer Surendra Sai University of Technology Burla, Sambalpur	Sambalpur	2016	20	State	State	0.45	
306	Punjab	PJ01	Faculty Of Physical Planning & Architecture Guru Nanak Dev University	Guru Nanak Dev University, Amritsar	Amritsar	1986	82	State	State	1.194	

307	Punjab	PJ02	School Of Architecture	Maharaja Ranjit Singh Punjab Technical University, Bathinda	Bathinda	1989	40	State	State	0.6	
308	Punjab	PJ03	Indo Global College of Architecture	I.K. Gujral Punjab Technical University, Jalandhar	Mohali	2003	80	State	Private	0.96	
309	Punjab	PJ04	Chitkara School Of Planning & Architecture	Chitkara University, Patiala	Patiala	2004	120	Private	Private	1.64	
310	Punjab	PJ05	College Of Architecture I.E.T. Bhaddal, I.E.T. Campus	I.K. Gujral Punjab Technical University, Jalandhar	Ropar	2004	20	State	Private	0.82	
311	Punjab	PJ06	Lovely Professional University, Phagwara	Lovely Professional University, Phagwara	Phagwara	2004	120	Private	Private	1.68	
312	Punjab	PJ07	Rimt College Of Architecture	RIMT University, Mandi Gobindgarh	Gobindgarh	2004	40	Private	Private	0.55	
313	Punjab	PJ09	Sai School Of Architecture	I.K. Gujral Punjab Technical University, Jalandhar	Amritsar	2011	0	State	Private	1.2	Under Closure
314	Punjab	PJ11	University Institute of Architecture	Chandigarh University, Mohali	Mohali	2012	80	Private	Private	1.608	
315	Punjab	PJ12	Department Of Architecture I. K. Gujral Punjab Technical University, Mohali Campus ii	I.K. Gujral Punjab Technical University, Jalandhar	Mohali	2014	30	State	State	0.99	
316	Punjab	PJ13	Ct Institute of Architecture and Planning	I.K. Gujral Punjab Technical University, Jalandhar	Jalandhar	2014	20	State	Private	0.896	
317	Punjab	PJ14	School Of Architecture, Shaheed Bhagat Singh State Technical Campus	Maharaja Ranjit Singh Punjab Technical University, Bathinda	Firozpur	2015	20	State	State	0.6	
318	Punjab	PJ15	School Of Architecture, Ct University, Ludhiana	CT University, Ludhiana	Ludhiana	2017	0	Private	Private	1.19	Under Closure

319	Punjab	PJ17	Gndec School Of Architecture	Punjab Technical University, Kapurthala	Ludhiana	2019	40	State	Private	0.54	
320	Punjab	PJ18	Soldier College Of Architecture	I.K. Gujral Punjab Technical University, Jalandhar	Jalandhar	2021	40	State	Private	0.8	
321	Punjab	PJ19	Amity School Of Architecture and Planning	Amity University, Mohali, Punjab	Mohali	2021	40	Private	Private	0.97	
322	Pondicherry	PY02	School Of	Pondicherry University	Puducherry	2017	40	State	Private	1.6	
323	Rajasthan	RJ01	Department Of Architecture and Planning, Malaviya National Institute of Technology	N.I.T. (Deemed University)	Jaipur	1988	68	Central	Central	1.69	
324	Rajasthan	RJ02	Faculty Of Architecture Jai Narain Vyas University	Jai Narain Vyas University, Jodhpur	Jodhpur	2012	30	State	State	0.2	
325	Rajasthan	RJ03	Aayojan School Of Architecture	Rajasthan Technical University, Kota	Jaipur	1999	140	State	Private	0.8	
326	Rajasthan	RJ04	Faculty Of Architecture Jagannath University, Jaipur	Jagannath University, Jaipur	Jaipur	2009	60	Private	Private	1.35	
327	Rajasthan	RJ05	Amity-School-Of	Amity University Rajasthan, Jaipur	Jaipur	2011	40	Private	Private	1.7	
328	Rajasthan	RJ06	Buddha Institute of Architecture & Town Planning	Rajasthan Technical University, Kota	Udaipur	2011	20	State	Private	1.22	
329	Rajasthan	RJ07	Nims University Nims-School-Of Architecture & Planning	NIMS UNIVERSITY	Jaipur	2010	20	Private	Private	0.9	
330	Rajasthan	RJ09	School Of Architecture Apex Group of Institution	Rajasthan Technical University, Kota	Jaipur	2012	40	State	Private	0.78	
331	Rajasthan	RJ10	St. Wilfreds Institute of Architecture	Bikaner Technical University, Bikaner	Ajmer	2011	30	State	Private	0.6	

332	Rajasthan	RJ12	School Of Architecture and Design Manipal University	Manipal University, Manipal	Jaipur	2012	40	Private	Private	3.04	
333	Rajasthan	RJ13	School Of Architecture Dr. K.N. Modi University	Dr. K.N Modi University, Newai, Distt.Tonk, Rajasthan	Tonk	2012	0	Private	Private	0.74	Under Closure
334	Rajasthan	RJ14	School Of Planning & Architecture Poornima University,	Poornima University, Jaipur	Jaipur	2012	80	Private	Private	1.31	
335	Rajasthan	RJ18	College Of Architecture and Design, Mody University of Science and Technology,	Mody University of Science and Technology District Sikar, Rajasthan	Sikar	2015	0	Private	Private	2.54	Under Closure
336	Rajasthan	RJ20	Faculty Of Architecture & Planning, Vivekananda Global University, Jaipur	Vivekananda Global University, Jaipur	Jaipur	2017	40	Private	Private	1.5	
337	Rajasthan	RJ21	School Of Architecture, Banasthali	Banasthali Vidyapith, Rajasthan	Tonk	2021	40	Private	Private		
338	Rajasthan	RJ22	College Of Architecture, Vigyan Bhawan	Mohanlal Sukhadia University Udaipur	Udaipur	2021	40	State	Private		
339	Tamil Nadu	TN01	School Of Architecture & Planning Anna University	Anna University, Chennai	Chennai	1957	80	State	State	0.34	
340	Tamil Nadu	TN02	Faculty Of Architecture National Institute of Technology	N.I.T. (Deemed University)	Tiruchirappalli	1980	60	Central	Central	1.27	
341	Tamil Nadu	TN03	School Of Architecture	Anna University, Chennai	Ramanagara	1992	120	State	Private	0.7	
342	Tamil Nadu	TN05	School Of Architecture & Interior Design Srm Institute of Science and Technology,	SRM University	Kancheepuram	1992	80	Private	Private	1.22	
343	Tamil Nadu	TN06	School Of Architecture Arulmigu Meenakshi Amman College of Engineering	Anna University, Chennai	Cheyyar	1993	40	State	Private	0.75	

344	Tamil Nadu	TN07	School Of Architecture, Bharat University	Bharath University, Chennai	Chennai	1993	40	Private	Private	1.75	
345	Tamil Nadu	TN08	School Of Architecture Hindustan College of Engineering	Hindustan University, Chennai	Chennai	1993	80	Private	Private	1.5	
346	Tamil Nadu	TN09	School Of Architecture Mohammed Sathak Engineering College Campus	Anna University, Chennai	Ramanathapuram	1993	40	State	Private	0.7	
347	Tamil Nadu	TN10	Faculty Of Architecture Sathyabama University Chennai	Sathyabama University, Chennai	Chennai	1993	120	Private	Private	2.19	
348	Tamil Nadu	TN11	School Of Architecture Thiagarajar College of Engineering Madurai	Anna University, Chennai	Thiruparankundram	1994	80	State	State	0.5	
349	Tamil Nadu	TN12	School Of Architecture and Planning Periyar Maniammai University	Periyar Maniammai Institute of Science & Technology, Thanjavur	Thanjavur	1995	80	Private	Private	1.02	
350	Tamil Nadu	TN13	Measi Academy of Architecture Chennai	Anna University, Chennai	Chennai	1993	160	State	Private	0.8	
351	Tamil Nadu	TN15	Tamilnadu School Of Architecture Tce Campus, Coimbatore	Anna University, Chennai	Coimbatore	2006	40	State	Private	0.55	
352	Tamil Nadu	TN16	Mcgans Ooty School of Architecture	Anna University, Chennai	Nikgiris	2008	120	State	Private	1.68	
353	Tamil Nadu	TN18	School Of Architecture Meenakshi College of Engineering, Chennai	Anna University, Chennai	Chennai	2009	80	State	Private	0.62	
354	Tamil Nadu	TN19	Faculty Of Architecture, Karpagam Academy of Higher Education	Karpagam University, Coimbatore	Coimbatore	2006	80	Private	Private	1.51	
355	Tamil Nadu	TN20	R.V.S. School of Architecture	Anna University, Chennai	Dindigul	2009	40	State	Private	0.5	
356	Tamil Nadu	TN21	R.V.S. School of Architecture	Anna University, Chennai	Coimbatore	2009	30	State	Private	0.5	

357	Tamil Nadu	TN22	Excel College Of Architecture and Planning Sankari West (Po)	Anna University, Chennai	Namakkal	2009	80	State	Private	1	
358	Tamil Nadu	TN23		Anna University, Chennai	Coimbatore	2010	80	State	Private	0.55	
359	Tamil Nadu	TN24	Designed Environment Academy & Research Institute - Dear Institute	Anna University, Trichirapalli	Tiruchirap-palli	2009	0	State	Private		Under Closure
360	Tamil Nadu	TN26	School Of Environment Architecture and Design [Sead]	SRM University	Chennai	2009	80	Pri-vate	Private	2	
361	Tamil Nadu	TN27	Svs School Of Architecture	Anna University, Chennai	Coimbatore	2010	60	State	Private	0.85	
362	Tamil Nadu	TN28	Crescent School Of Architecture	B.S.Abdur Rahman University, Chennai	Chennai	2010	80	Pri-vate	Private	0.62	
363	Tamil Nadu	TN29	Mohamed Sathak A.J. Academy of Architecture	Anna University, Chennai	Chennai	2010	120	State	Private	0.7	
364	Tamil Nadu	TN30	J.K.K. Munirajah School of Architecture	Anna University, Chennai	Erode	2010	0	State	Private	0.625	Under Closure
365	Tamil Nadu	TN31	M.A.M. School of Architecture	Anna University, Chennai	Tiruchirap-palli	2010	40	State	Private	1.65	
366	Tamil Nadu	TN32	C.A.R.E. School of Architecture Centre for Academic Research and Education	Anna University, Chennai	Tiruchirap-palli	2010	80	State	Private	0.5	
367	Tamil Nadu	TN33	Surya School Of Architecture	Anna University, Chennai	Villupuram	2010	0	State	Private	0.8	Under Closure
368	Tamil Nadu	TN34	Marg Institute of Design-And Architecture	Anna University, Chennai	Chennai	2010	120	State	Private	2	
369	Tamil Nadu	TN35	Rajalakshmi School Of Architecture	Anna University, Chennai	Chennai	2010	60	State	Private	0.3	
370	Tamil Nadu	TN36	Rvs Kvk School Of Architecture	Anna University, Chennai		2011	30	State	Private	0.5	

371	Tamil Nadu	TN37	Aalim Muhammed Salegh Academy of Architecture	Anna University, Chennai	Chennai	2011	80	State	Private	0.5	
372	Tamil Nadu	TN39	Rvs-Padmavathy School of Architecture Tiruvalluvar	Anna University, Chennai	Tiruvallur	2011	40	State	Private	0.5	
373	Tamil Nadu	TN40	Prime College of	Anna University, Chennai	Nagapat-tinam	2011	80	State	Private	0.5	
374	Tamil Nadu	TN41	Faculty Of Architecture Dr.M.G.R. Educational and Research Institute University	Dr.M.G.R. Educational and Research Institute University, Chennai	Chennai	2011	60	Pri-vate	Private	1.3	
375	Tamil Nadu	TN43	N.R. School of Architecture	Anna University, Chennai	Coimbatore	2011	0	State	Private	Info not	Under Closure
376	Tamil Nadu	TN44	Skandha School Of Architecture	Anna University, Chennai	Salem	2012	0	State	Private	Info not	Under Closure
377	Tamil Nadu	TN45	Da Vinci School of Design and Architecture	Anna University, Chennai	Chennai	2012	80	State	Private	0.34	
378	Tamil Nadu	TN46	Sasi Creative School of Architecture	Anna University, Chennai	Coimbatore	2012	80	State	Private	0.55	
379	Tamil Nadu	TN48	St. Peters School of Architecture	St. Peters University, Chennai	Chennai	2012	20	Pri-vate	Private	0.5	
380	Tamil Nadu	TN49	School Of Architecture St. Peters College of Engineering and Technology	Anna University, Chennai	Chennai	2012	40	State	Private	0.5	
381	Tamil Nadu	TN50	School Of Architecture Coimbatore Institute of Engineering and Technology	Anna University, Chennai	Coimbatore	2012	40	State	Private	0.5	
382	Tamil Nadu	TN51	Sigma College of Architecture	Anna University, Chennai	Kanyaku-mari	2012	80	State	Private	1	
383	Tamil Nadu	TN53		Kalasalingam University	Virudhun-agar	2012	40	Pri-vate	Private	1.22	
384	Tamil Nadu	TN55	Anand School Of Architecture	Anna University, Chennai	Chennai	2012	40	State	Private	0.36	
385	Tamil Nadu	TN56	Misrimal Navajee Munoth Jain School of Architecture	Anna University, Chennai	Chennai	2012	40	State	Private	0.5	

386	Tamil Nadu	TN58	Park Institute of Architecture	Anna University, Chennai	Coimbatore	2014	20	State	Private	Info not	
387	Tamil Nadu	TN59	Dhanal-akshmi Srinivasan School of Architecture	Anna University, Chennai	Perambalur	2012	40	State	Private	0.6	
388	Tamil Nadu	TN60	Dhanal-akshmi Srinivasan School of Architecture	Anna University, Chennai	Tiruchirap-palli	2012	0	State	Private	0.6	Under Closure
389	Tamil Nadu	TN61	Jk College Of Architecture	Anna University, Chennai	Dindigul	2013	40	State	Private	0.52	
390	Tamil Nadu	TN64	Capital College Of Architecture	Anna University, Chennai	Coimbatore	2014	20	State	Private		
391	Tamil Nadu	TN66	Caad-Chennai Academy of Architecture and Design	Anna University, Chennai	Thiruvallur	2014	80	State	Private	0.5	
392	Tamil Nadu	TN69	Mmes Academy of Architecture	Anna University, Chennai	Vellore	2017	20	State	Private	0.5	
393	Tamil Nadu	TN71	Kongu School Of Architecture	Anna University, Chennai	Erode	2015	40	State	Private	0.5	
394	Tamil Nadu	TN72	School Of Architecture and Planning, Aarupadai Veedu Institute of Technology,	Vinayaka Missions Research Foundation, Salem	Chennai	2015	0	Pri-vate	Private	1.35	Under Closure
395	Tamil Nadu	TN73	V.P.M.M. College of Architecture for Women	Anna University, Chennai	Virudhun-agar	2015	20	State	Private	0.5	
396	Tamil Nadu	TN74	School Of Architecture, Vit University	VIT University, Vellore	Vellore	2015	40	Pri-vate	Private	2.85	
397	Tamil Nadu	TN75	San Academy of Architecture	Anna University, Chennai	Coimbatore	2015	40	State	Private	1.25	
398	Tamil Nadu	TN77	Prime Nest College of Architecture and Planning	Anna University, Chennai		2015	40	State	Private	0.5	
399	Tamil Nadu	TN78	Hindusthan School Of Architecture	Anna University, Chennai	Coimbatore	2015	40	State	Private	0.3	
400	Tamil Nadu	TN79	Jaya School Of Architecture	Anna University, Chennai	Chennai	2015	30	State	Private	Info not	
401	Tamil Nadu	TN80	Agni School Of Architecture and Design Excellence	Anna University, Chennai	Dindigul	2015	40	State	Private	0.84	

402	Tamil Nadu	TN81	Jawahar School Of Architecture, Planning and Design	Anna University, Chennai	Chennai	2015	40	State	Private	3.87	
403	Tamil Nadu	TN82	Nehru School Of Architecture	Anna University, Chennai	Coimbatore	2015	40	State	Private	3.54	
404	Tamil Nadu	TN87	School Of Architecture, Prist University	Ponnaiyah Ramajayam Institute of Science and Technology PRIST University, Thanjavur	Thanjavur	2015	0	Private	Private	1	Under Closure
405	Tamil Nadu	TN89	Vivekanandhaa College Of Architecture for Women,	Anna University, Chennai	Namakkal	2016	0	State	Private	1.25	Under Closure
406	Tamil Nadu	TN90	Sree Sastha School of Architecture and Planning,	Anna University, Chennai	Chennai	2016	40	State	Private		
407	Tamil Nadu	TN91	Rathinam School Of Architecture	Anna University, Chennai	Coimbatore	2017	40	State	Private	0.9	
408	Tamil Nadu	TN93	Immanuel Arasar College of Architecture	Anna University, Chennai		2017	30	State	Private	Info not	
409	Tamil Nadu	TN94	Tips School of Architecture	Anna University, Chennai	Coimbatore	2019	40	State	Private	0.5	
410	Tamil Nadu	TN95	Papni School Of Architecture	Anna University, Chennai	Kancheepuram	2019	40	State	Private	3.53	
411	Tamil Nadu	TN96	Chettinad School Of Architecture	Chettinad Academy of Research and Education - Deemed University	Kancheepuram	2019	40	State	Private	4	
412	Tamil Nadu	TN97	Saveetha College Of Architecture and Design	Saveetha Institute of Medical and Technical Sciences, Chennai	Chennai	2019	40	Private	Private	1.5	
413	Tamil Nadu	TN98	Madha School Of Architecture	Anna University, Chennai	Chennai	2019	40	State	Private	0.5	
414	Tamil Nadu	TN99	Psg Institute of Architecture and Planning	Anna University, Chennai	Coimbatore	2021	40	State	Private	0.5	
415	Telangana	TS01	School Of Planning and Architecture	J.N.A.&. F.A. University, Hyderabad	Hyderabad	2008	85	State	State	Info not	

416	Telangana	TS02	School Of Architecture CSI Institute of Technology	J.N.A.&. F.A. University, Hyderabad		1996	120	State	Private	1.75	
417	Telangana	TS03	Sri	J.N.A.&. F.A. University, Hyderabad	Hyderabad	2008	120	State	Private	0.45	
418	Telangana	TS04	Vaishnavi School Of Architecture and Planning	J.N.A.&. F.A. University, Hyderabad	Hyderabad	2010	80	State	Private	0.52	
419	Telangana	TS05	Maestro School Of Planning and Architecture	J.N.A.&. F.A. University, Hyderabad	Hyderabad	2011	30	State	Private	0.75	
420	Telangana	TS06	Deccan School Of Planning and Architecture	J.N.A.&. F.A. University, Hyderabad	Hyderabad	2011	40	State	Private	0.7	
421	Telangana	TS07	School Of Planning and Architecture Jawaharlal Nehru Institute of Advanced Studies	J.N.A.&. F.A. University, Hyderabad		2012	80	State	Private		
422	Telangana	TS08	J.B.R. Architecture College	J.N.A.&. F.A. University, Hyderabad	Rangareddy	2012	80	State	Private	0.55	
423	Telangana	TS09	Aurora-S Design Academy	J.N.A.&. F.A. University, Hyderabad	Hyderabad	2015	80	State	Private	0.35	
424	Telangana	TS10	Aurora-S Design Institute	J.N.A.&. F.A. University, Hyderabad	Hyderabad	2015	80	State	Private	0.35	
425	Telangana	TS11	Ashoka School Of Planning and Architecture, Malkapur	J.N.A.&. F.A. University, Hyderabad	Nalgonda	2015	80	State	Private	0.715	
426	Telangana	TS14	Gitam School Of Architecture	Gandhi Institute of Tech.& Management,	Hyderabad	2017	40	Pri-vate	Private	2.9	
427	Telangana	TS15	Icfai School Of Architecture	ICFAI Foundation of Higher Education - Deemed to be University, Hyderabad	Hyderabad	2018	40	Pri-vate	Private	1.25	
428	Telangana	TS16	Woxsen School Of Architecture and Planning	Woxsen University	Hyderabad	2019	40	Pri-vate	Private	2.1	
429	Telangana	TS17	Guru Nanak Institute of Architecture and Planning	J.N.A.&. F.A. University, Hyderabad	Hyderabad	2022	40	State	Private	1.19	

430	Uttarakhand	UA01	Department Of Architecture & Planning, Indian Institute of Technology	Indian Institute of Technology, Roorkee		1956	30	Central	Central	2.14	
431	Uttarakhand	UA02	Dit-Faculty of Architecture Dehradun Institute of Technology, Dehradun	DIT University, Dehradun, Uttarakhand	Dehradun	2005	60	Private	Private	1.87	
432	Uttarakhand	UA03	Faculty Of Architecture, Himgiri Zee University	Himgiri Zee University, Dehradun	Dehradun	2006	20	Private	Private	1.8	
433	Uttarakhand	UA04	School Of Architecture and Planning	Graphic Era Hill University, Dehradun	Dehradun	2013	30	Private	Private	0.4	
434	Uttarakhand	UA06	Dev Bhoomi School of Architecture	Dev Bhoomi Uttarakhand University, Dehradun	Dehradun	2016	30	State	Private	0.97	
435	Uttar Pradesh	UP01	Faculty Of Architecture Dr. A.P.J. Abdul Kalam Technical University Formerly	Dr. A.P.J. Abdul Kalam Technical University, Lucknow	Lucknow	2012	80	State	State	0.73	
436	Uttar Pradesh	UP02	Faculty Of Architecture Zakir Hussain College of Engineering & Tech. Aligarh Muslim University, Aligarh	Aligarh Muslim University, Aligarh	Aligarh	1993	24	State	State	Info not	
437	Uttar Pradesh	UP03	School Of Arch. & Planning Apeejay Institute of Technology Greater Noida	Dr. A.P.J. Abdul Kalam Technical University, Lucknow	Noida	1999	120	State	Private	0.87	
438	Uttar Pradesh	UP04	School Of Arch & Planning Babu Banarasi Das University	Babu Banarasi Das University	Lucknow	1999	60	Private	Private	1.25	
439	Uttar Pradesh	UP05	Faculty Of Arch. Integral University Lucknow	Integral University, Lucknow	Lucknow	1999	60	Private	Private	1.2	

440	Uttar Pradesh	UP06	Amity School Of Arch. & Design Amity University	Amity University, Uttar Pradesh	Noida	1999	80	Private	Private	2.66	
441	Uttar Pradesh	UP06A	Amity School Of Arch. & Planning Dubai Campus Dubai International Academic Dubai Knowledge Village	Amity University, Uttar Pradesh	Dubai	2012	40	Private	Private	2.66	
442	Uttar Pradesh	UP07	Amity School Of Arch. & Design Lucknow Campus	Amity University, Uttar Pradesh	Lucknow	2007	80	Private	Private	1.99	
443	Uttar Pradesh	UP08	Sunder Deep College of Architecture	Dr. A.P.J. Abdul Kalam Technical University, Lucknow	Ghaziabad	2008	80	State	Private	0.57	
444	Uttar Pradesh	UP09	Institute Of Arch. And Town Planning Bundelkhand University	Dr. A.P.J. Abdul Kalam Technical University, Lucknow	Jhansi	2009	20	State	State	2	
445	Uttar Pradesh	UP10	College Of Architecture Moradabad Educational Trust	Dr. A.P.J. Abdul Kalam Technical University, Lucknow	Moradabad	2009	30	State	Private	1.21	
446	Uttar Pradesh	UP11	Khandelwal College Of Architecture and Design Bareilly	Dr. A.P.J. Abdul Kalam Technical University, Lucknow	Bareilly	2009	20	State	Private	0.57	
447	Uttar Pradesh	UP12	Teerthanker Mahaveer College of Arch.	Teerthanker Mahaveer University, Moradabad	Moradabad	2010	0	Private	Private	1.2	Under Closure
448	Uttar Pradesh	UP15	Itm School Of Architecture & Town Planning	Dr. A.P.J. Abdul Kalam Technical University, Lucknow	Lucknow	2011	40	State	Private	0.71	
449	Uttar Pradesh	UP17	School Of Architecture G.L. Bajaj Group of Institutions	Dr. A.P.J. Abdul Kalam Technical University, Lucknow	Mathura	2011	0	State	Private	0.57	Under Closure
450	Uttar Pradesh	UP18	School Of Arch. & Planning, Sharda University	Sharda University, Greater Noida	Noida	2011	40	Private	Private	1.72	

451	Uttar Pradesh	UP20	College Of Arch. Invertis University	Invertis University, Bareilly	Bareilly	2011	0	Pri-vate	Private	0.92	Under Closure
452	Uttar Pradesh	UP21	School Of Architecture, Delhi Technical Campus	Guru Gobind Singh Indraprastha University, New Delhi	Noida	2011	80	State	Private	1.4	
453	Uttar Pradesh	UP22	Shri Ram School Of Architecture Shri Ram Group of Colleges	Dr. A.P.J. Abdul Kalam Technical University, Lucknow	Lucknow	2010	30	State	Private	0.72	
454	Uttar Pradesh	UP23	School Of Architecture & Town Planning	Dr. A.P.J. Abdul Kalam Technical University, Lucknow	Lucknow	2012	20	State	Private	0.4	
455	Uttar Pradesh	UP24	Anand College Of Architecture	Dr. A.P.J. Abdul Kalam Technical University, Lucknow	Agra	2012	0	State	Private	0.4	Under Closure
456	Uttar Pradesh	UP25	Centre For Architecture, Brahmanand Group of Institutions,	Dr. A.P.J. Abdul Kalam Technical University, Lucknow	Bulandshah	2012	0	State	Private	0.71	
457	Uttar Pradesh	UP27	Accurate Institute of Architecture & Planning	Dr. A.P.J. Abdul Kalam Technical University, Lucknow	Noida	2012	0	State	Private	1.23	
458	Uttar Pradesh	UP30	Ansal School Of Architecture	Dr. A.P.J. Abdul Kalam Technical University, Lucknow	Lucknow	2012	0	State	Private	0.99	Under Closure
459	Uttar Pradesh	UP31	Purvanchal Institute of Architecture & Design	Dr. A.P.J. Abdul Kalam Technical University, Lucknow	Gorakhpur	2012	20	State	Private	0.9	
460	Uttar Pradesh	UP32	Forth Dimension College of Architecture	Dr. A.P.J. Abdul Kalam Technical University, Lucknow	Saharanpur	2012	0	State	Private	0.45	Under Closure
461	Uttar Pradesh	UP33	Faculty Of Arch. And Town Planning Raja Balwant Singh Engineering Technical	Dr. A.P.J. Abdul Kalam Technical University, Lucknow	Agra	2012	0	State	Private	0.79	Under Closure
462	Uttar Pradesh	UP34	Sanskar College Of Architecture & Planning	Dr. A.P.J. Abdul Kalam Technical University, Lucknow	Ghaziabad	2014	40	State	Private	1.06	

463	Uttar Pradesh	UP35	School Of Arch. And Regional Planning, Gautam Buddha University	Gautam Buddha University, Greater Noida	Noida	2014	20	State	State	2.5	
464	Uttar Pradesh	UP36	Axis Institute of Architecture	Dr. A.P.J. Abdul Kalam Technical University, Lucknow	Kanpur	2010	20	State	Private	1.12	
465	Uttar Pradesh	UP38	Monad School of Arch. & Planning	Monad University, Hapur	Hapur	2013	0	Private	Private	1.1	Under Closure
466	Uttar Pradesh	UP42	School Of Architecture, Galgotias University	Galgotias University	Gautam Buddha Nagar	2014	0	Private	Private	1.85	Under Closure
467	Uttar Pradesh	UP43	School Of Architecture Noida International University	Noida International University, Greater Noida	Noida	2014	40	Private	Private	1	
468	Uttar Pradesh	UP45	Dayalbagh Educational Institute, Deemed University	Dayalbagh Educational Institute -Deemed University, Agra	Agra	2016	40	Private	Private	Info not	
469	Uttar Pradesh	UP46	Institute Of Arch. & Planning, Shri	Shri Ramswaroop Memorial University, Barabanki	Barabanki	2017	20	Private	Private	1.32	
470	Uttar Pradesh	UP48	Naraina School Of Planning & Architecture	Dr. A.P.J. Abdul Kalam Technical University, Lucknow	Kanpur Nagar	2019	40	State	Private	Info not	
471	Uttar Pradesh	UP49	Department Of Arch., Planning and Design	Indian Institute of Technology, BHU, Varanasi	Varanasi	2021	40	Central	Central	1.22	
472	Uttar Pradesh	UP50	Department Of Architecture, Modern College of Engineering	Dr. A.P.J. Abdul Kalam Technical University, Lucknow	Jhansi	2021	40	State	Private	Info not	
473	West Bengal	WB01	Dept. Of Arch., Town & Regional Planning, IIEST, Shibpur	Indian Institute of Eng. Science & Tech., Shibpur	Howrah	1949	24	State	State	3.43	
474	West Bengal	WB02	Faculty Of Arch. & Regional Planning, IIT	Indian Institute of Technology, Kharagpur	Kharagpur	1952	40	Central	Central	2.11	
475	West Bengal	WB03	Faculty Of Arch. Jadavpur University	Jadavpur University, Kolkata	Kolkata	2016	40	State	State	0.12	

476	West Bengal	WB04	Rani Rashmoni School of Arch.	West Bengal Univ.of Tech., Kolkata	Durgapur	2011	20	State	Private	0.4	
477	West Bengal	WB05	Om Dayal School of Architecture	West Bengal Univ.of Tech., Kolkata	Howrah	2011	80	State	Private	0.88	
478	West Bengal	WB06	Techno India University School of Architecture	Techno India University	Kolkata	2011	20	Private	Private	0.84	
479	West Bengal	WB07	Amity School Of Architecture and Planning	Amity University West Bengal, Kolkata	Kolkata	2015	40	Private	Private	0.97	
480	West Bengal	WB08	Sister Nivedita University	Sister Nivedita University, Kolkata	Kolkata	2020	40	Private	Private	1.68	

Source: The authors (collated from data from the website of the Council of Architecture https://www.coa.gov.in/)

Annexure C: University-wise and Category-wise Distribution of Courses

The following survey was conducted based on the information available on the websites of the universities.

List of Subjects in the Syllabi of Various Universities

1. Anna University, Chennai (U1)

Table C1: List of courses for the B.Arch programme at Anna University, Chennai

		SEMESTERS										U1
	SUBJECTS / COURSES	1	2	3	4	5	6	7	8	9		
01	Architectural Design		X	X	X	X	X			X		6
02	Mathematics	X										1
03	History of Architecture and Culture	X	X	X	X	X	X					6
04	Theory of Architecture	X	X									2
05	Building Materials	X	X	X	X							4
06	Architectural Drawing	X	X									2
07	Art Studio	X										1
08	Basic Design	X										1
09	Mechanics of Structures		X	X								2
10	Building Construction		X	X	X	X						4
11	Climate and Built Form			X								1
12	Computer Aided Visualisation			X								1
13	Design of Structures				X	X	X					3
14	Environment Science				X							1
15	Building Services				X	X	X					3
16	Site Analysis and Planning					X						1
17	Practical Trainings							X	X			2

18	Specification and Estimation									X		1
19	Human Settlements Planning									X		1
20	Professional Practice and Ethics									X		1
21	Urban Design / Town Planning									X		1
22	Design Thesis / Dissertation										X	1
23	Electives					X	X			X	X	4

Source: The authors (collated from data from the website of the university/institution)

Additional Information

01	Website	https://www.annauniv.edu/
02	Comments on the syllabus - what is the orientation, focus, what is taught, etc.	1. The syllabus as prescribed by Anna University has a design and technology orientation, and the focus on electives and professional practice-based modules is reduced. 2. Here the design modules engage through architectural projects that begin with designing small scale community driven buildings and typology-based housing projects and later progress to urban scale projects of infill, revitalisation and renewal, adaptive reuse, waterfront development, transportation nodes/interchanges, museums, performing arts centres are taken up. 3. The humanities modules focus in the beginning on chronological stylistic histories of built form and then later dwell in histories of culture and aesthetics, form space and principles of architecture. The later courses also engage with the contemporary and understanding space with reference to social issues related to urbanisation. 4. The construction modules engage with material properties, histories and then different ways of constructing starting from timber to high-rises structures. 5. The structures module focuses on forces and structural systems, stresses and deflection. 6. While the services module engages with water supply and sanitation, electrical services, heating, ventilation and air conditioning
03	Comments on the modes, methods, schedules & logistics as mentioned in the syllabus / elsewhere	1. Design is taught in the early years through the tenets of aesthetics and psychological experience of form and space in terms of scale, colour, light, texture, function and need: user requirements, anthropometrics, space standards, circulation. Subsequently regulations, planning principles and socio-economic aspects are introduced and an orientation to computer aided drafting is developed. The final year focuses on mapping and diagramming to understand the dynamic urban environment.

		2. Humanities is taught through lectures and prescribed readings. 3. Construction is taught through lectures, practicals and studios. 4. Structures are taught through lectures and practicals. 5. Services are taught through lectures and studios.
04	Special / Innovative Courses as mentioned in the syllabus	Mathematics, arts studio, human settlement planning, art appreciation, evolution of human settlements, disaster management, journalism and photography, contemporary processes in architecture, human rights, architectural conservation.
05	Evaluations of courses, teachers and students	Individual university departments conduct evaluations as follows: 1. Courses: Exit surveys are conducted with graduating students to acquire indirect assessment of programme outcomes. Structured semester wise feedback is received from students, teachers, employers and alumni. 2. Teachers: 3. Students: End of semester written and practical examinations and sessional progressive marking.
06	Teacher Culture development - practices, research, etc.	1. Offers a Ph.D programme in architecture and has a number of doctorates awarded as a part of its research initiatives. 2. Moreover, the university has a series of ongoing research work under its umbrella. These works dwell with questions of water, its management and entanglements with urban lives, climate change, waste management and work around digital intelligence in designing built environments. 3. The university also encourages the faculty members affiliated under it to pursue research projects and provides the necessary resources for selected works. 4. There is also an encouragement towards dissemination of the same in symposiums, conferences and competitions at the regional as well as international level. Beyond this, around four out of the 58 schools of architecture affiliated under Anna University carry out research through their design and consultancy cells where spatial design projects are pursued or through the following research verticals: Architecture History & Theory, Traditional Studies and Vernacular Architecture, Medical Architecture, Sustainable and Green Architecture, Landscape Architecture and Planning, Housing, Digital Architecture, Product Design, Urban and Regional planning, Environmental planning, Energy Efficient Architecture, Building Physics, Thermal Comfort and Energy Simulation, Sociological, Economic, Political & Technological contexts, Visual Culture, Smart Cities Development.

07	Relationship of University with Institutions - Support, Control, Quality, etc.	Annual inspections to assess the infrastructure, control and quality of provisions, and number of faculty members and their involvement in the school.

2. University of Mumbai (U2)

Table C2: List of courses for the B.Arch programme at University of Mumbai, Mumbai

		SEMESTERS										U2
	SUBJECTS / COURSES	1	2	3	4	5	6	7	8	9		
01	Architectural Design	X	X	X	X	X	X	X		X		8
02	Allied Design Studio	X	X	X	X	X	X	X		X		8
03	Architectural Building Construction & Materials	X	X	X	X	X	X	X		X	X	9
04	Theory & Design of Structures	X	X	X	X	X	X	X		X		8
05	Architectural Building Services			X	X	X	X	X		X		6
06	Humanities	X	X	X	X	X	X					6
07	Environmental Studies	X	X	X						X	X	5
08	Architectural Representation & Detailing	X	X	X	X	X	X	X			X	8
09	Architectural Theory			X	X	X					X	4
10	College projects	X	X	X	X	X	X	X				7
11	Professional Practice							X		X	X	3
12	Professional Training								X			1
13	Design Thesis / Dissertation									X	X	2
14	Electives	X	X	X	X	X	X	X		X	X	9

Source: The authors (collated from data from the website of the university/institution)

Additional Information

01	Website	https://mu.ac.in/
02	Comments on the syllabus - what is the orientation, focus, what is taught, etc.	1. The syllabus as prescribed by Mumbai University has a technology orientation. 2. Allied Design is introduced in the new syllabus, these subjects form part of a representative list that may include other design-based subjects such as Visual Studies, Graphic Design, Product Design, Furniture Design, the Design of Outdoor Spaces and Public Places, or Town Planning. 3. College projects form part of the 25% class time, seminars, tutorials/ additional classes for any course, guest lectures, putting up exhibitions, workshops, participating in architectural competitions or conducting site visits or study tours. electives form part of the 25% class time.

		4. Here the design modules are architectural project driven around designing small scale spaces keeping in mind the human body in space, scales and proportions, built and unbuilt spaces for multiple activities for a small group of people, design of spaces in rural/semi-urban areas by using local materials. In the later years institutional buildings and integration of building systems is focused on. 5. Humanities modules focus on stylistic histories of architecture, human cultural development, products and sociology, a chronology of India and the world, the socio-cultural circumstances of the art and the architecture of a region and understanding architecture with reference to social issues related to urbanisation. 6. The construction modules engage with material properties, histories and then different ways of constructing starting from timber to high-rise structures. 7. The structures module focuses on forces and structural systems, analysis of plane trusses, properties of section, elastic properties of solids, elastic constants, shear force and bending moment, stresses and deflection in beams, columns, statically indeterminate beams. 8. Services module engages with water supply and sanitation, electrical services, heating, ventilation and air conditioning
03	Comments on the modes, methods, schedules & logistics as mentioned in the syllabus / elsewhere	1. Design is taught in the early years through the tenets of anthropometry of scale, proportions. Subsequently vernacular methods and influences of making space are introduced. Methods of teaching for the later years however are not elaborated upon. 2. Humanities is taught through lectures and prescribed readings. 3. Construction is taught through lectures, practicals and studios. 4. Structures are taught through lectures and practicals. 5. Services are taught through lectures and studios.
04	Special / Innovative Courses as mentioned in the syllabus	Allied Design Studio and College projects allow the affiliated schools of architecture to offer courses of their choice. These cover a wide range of subjects that include but are limited to Visual Studies, Graphic Design, Product Design, Furniture Design, the Design of Outdoor Spaces and Public Places, or Town Planning.
05	Evaluations of courses, teachers and students	Evaluations are conducted as follows: 1. Courses: Annual Inspections are conducted where the inspectors review the course work done for the year briefly. 2. Teachers: Teachers' involvement and appointment on examination duties across the schools are monitored along with their basic qualification requirements for relevant post appointment. 3. Students: University of Mumbai for Bachelor of Architecture course conducts central written and viva-voce examinations for Semester 6 and 10. Other semester end examinations are conducted by individual colleges on behalf of the university.

06	Teacher Culture development - practices, research, etc.	1. The University of Mumbai under its aegis has a "Research Administration and Promotion Cell" that overlooks the Ph.D programme. However, the work produced and pursued under the umbrella of spatial design remains unclear. 2. 7 out of the 30 schools of architecture affiliated under the Mumbai University however are seen to pursue research through either design and consultancy cells, capacity building programmes, individual practices or independent works under the following broader research verticals: History, Economy, Social Geography, Infrastructure and Planning, Building Resilient Urban Communities, Building Inclusive Urban Communities, Urban Studies, Design & Regional Planning Policy, Landscape & Urban Ecology, Gender & Sociology, Housing & Urbanisation, Architecture & Urbanism, Environment and Climate Change, Alternative Materials and Technology, Visual Culture
07	Relationship of University with Institutions - Support, Control, Quality, Etc.	1. Collection and filing of annual affiliation forms with data for infrastructure, students on roll, involvement of faculty in examination duties, appointment of faculties. 2. Annual inspections to assess the infrastructure and the everyday working of individual schools. 3. Annual enrolment and eligibility of students to individual schools based on the approval from the central admission authority. 4. Issuance of final year degree certificates to mark the conclusion of the course.

3. Savitribai Phule University, Pune (U3)

Table C3: List of courses for the B.Arch programme at Savitribai Phule University, Pune

		SEMESTERS										U3
	SUBJECTS / COURSES	1	2	3	4	5	6	7	8	9		
01	Architectural Design Studio		X	X	X	X	X	X	X			7
02	Basic Design	X										1
03	Communication Skills	X										1
04	Fundamentals Of Architecture		X									1
05	Workshop (Model Making)	X	X									2
06	Building Construction and Materials	X	X	X	X	X	X	X	X			8
07	Theory Of Structures	X	X	X	X	X	X					6
08	Architectural Graphics and Drawing	X	X									2
09	History Of Architecture and Culture	X	X		X							3
10	Computer Aided Drawing and Graphics			X								1

11	Building Services			X	X	X	X					4
12	Working Drawing					X	X					2
13	Climatology			X								1
14	Environmental Science				X							1
15	Research In Architecture						X	X				2
16	Site Survey and Analysis				X							1
17	Quantity Surveying & Specification Writing							X	X			2
18	Project Management								X			1
19	Professional Practice							X				1
20	Practical Training									X		1
21	Urban Design/ Town Planning							X	X			2
22	Landscape Design					X						1
23	Design Thesis / Dissertation										X	1
24	Entrepreneurship Development										X	1
25	Electives					X	X	X	X		X	5

Source: The authors (collated from data from the website of the university/institution)

Additional Information

01	Website	http://www.unipune.ac.in/
02	Comments on the syllabus - what is the orientation, focus, what is taught, etc.	1. The syllabus as prescribed by Savitribai Phule University has a technology orientation, and the focus on humanities, electives and professional practice-based modules is reduced. 2. Design modules are architectural projects based on areas ranging from 80 sq. m to 1,500 sq. m. The later years are focused on designing complex programmes like campuses, public institutions, transportation nodes and master plans for neighbourhoods. 3. Humanities modules focus on stylistic histories of architecture. 4. The construction modules engage with material properties, histories and then different ways of constructing starting from timber to high-rise structures. 5. The structures module focuses on forces and structural systems, their analysis forces, moments and stresses. 6. Services module engages with water supply and sanitation, electrical services heating, ventilation, and air conditioning.
03	Comments on the modes, methods, schedules & logistics as mentioned in the syllabus / elsewhere	1. Design is taught in the early years through anthropometry, climate, form, function, structure and material, experiential quality of space, socio-cultural and geographical aspects, aesthetics along with spatial attributes (scale and proportions, volume, texture, light and shadows, etc.) and formal characteristics. (profile, base, corner, termination). Later on, economic aspects, house typology, traffic and vehicular movement, and legislative aspects are introduced.

		2. Humanities is taught through lectures and prescribed readings. 3. Construction is taught through lectures, practicals and studios. 4. Structures are taught through lectures and practicals. 5. Services are taught through lectures and studios.
04	Special / Innovative Courses mentioned in the syllabus	Unclear from the website
05	Evaluations of courses, teachers and students	Unclear from the website
06	Teacher Culture development - practices, research, etc.	1. The Savitribai Phule University under its aegis has a Research Department that overlooks and invites proposals from institutes/ investigators as well as has a Ph.D programme. However, the work produced and pursued under the umbrella of spatial design remains unclear. 2. 1 out of the 24 schools of architecture affiliated under the Savitribai Phule University are seen to pursue research through its design and consultancy cell under the following broader research verticals: Architecture & Urbanism, Interior Design, Landscape & Urban Ecology, Urban Studies, Design & Regional Planning Policy, Environment and Climate Change, Sustainable & Green Building Development, Rural Planning and Development, Housing & Urbanisation, Material & Construction & Project Management
07	Relationship of University with Institutions - Support, Control, Quality, etc.	Unclear from the website

4. Visvesvaraya Technological University, Belgaum (U4)

Table C4: List of courses for the B.Arch programme at Visvesvaraya Technological University, Belgaum

		SEMESTERS										U4
	SUBJECTS / COURSES	1	2	3	4	5	6	7	8	9	10	
01	Architectural Design	X	X	X	X	X	X	X	X			8
02	Materials And Methods in Building Construction	X	X	X	X	X	X	X	X			8
03	Architectural Graphics	X										1
04	History Of Architecture	X	X	X	X	X						5
05	Building Structures	X	X	X	X	X	X					6
06	Basic Design & Visual Arts	X	X									2

07	Model Making Workshop	X										1
08	Communication Skills	X										1
09	Site Surveying & Analysis		X									1
10	Language Studies - Kannada		X									1
11	Climatology			X								1
12	Computer Applications in Architecture			X	X							2
13	Theory Of Architecture				X							1
14	Building Services					X	X	X				3
15	Sociology And Building Economics					X						1
16	Working Drawing					X	X					2
17	Contemporary Architecture						X					1
18	Landscape Architecture						X					1
19	Study Tour						X					1
20	Specification, Quantity and Costing							X				1
21	Urban Design/ Town Planning								X			1
22	Interior Design							X				1
23	Thesis Seminar								X			1
24	Professional Practice								X			1
25	Professional Training									X		1
26	Construction And Project Management								X			1
27	Constitutional Law								X			1
28	Design Thesis/ Dissertation										X	1
29	Electives			X	X	X	X	X	X			6

Source: The authors (collated from data from the website of the university/institution)

Additional Information

01	Website	https://vtu.ac.in/
02	Comments on the syllabus - what is the orientation, focus, what is taught, etc.	1. The syllabus as prescribed by Visvesvaraya Technological University has a design and technology orientation. 2. Here the design modules start with the basics of scale and proportion and the subsequent design of objects, spaces, closer to the scale of the human body. They later engage with architectural projects based on areas ranging from 80 sq. m to 1,500 sq. m. In the later years they engage with urban scale Projects such as museums, art galleries, theme-based hotels, transport interchanges, terminals and shopping and industrial structures. 3. History and humanities are taught through stylistic histories starting from the culture and architecture of first societies and early civilizations. 4. The construction modules engage with material properties, histories and then different ways of constructing starting from timber to high-rise structures.

		5. The structures module focuses on forces and structural systems, analysis of plane trusses, properties of section, elastic properties of solids, elastic constants, shear force and bending moment, stresses and deflection in beams, columns, statically indeterminate beams. 6. While the services module engages with water supply and sanitation, electrical services heating, ventilation, and air conditioning, role and capacity of sound in all its variations and to enhance aural experience in the built environment.
03	Comments on the modes, methods, schedules & logistics as mentioned in the syllabus / elsewhere	1. Design is taught in the early years through principles of architecture and anthropometry through observation and studies, nature and poetics of space, experiential quality of space, climate, form, function, structure and material, principles of structuring space. 2. Humanities is taught through lectures and prescribed readings. 3. Construction is taught through lectures, practicals and studios. 4. Structures are taught through lectures and practicals. 5. Services are taught through lectures and studios.
04	Special / Innovative Courses as mentioned in the syllabus	Sociology and Building Economics, Heritage Documentation, Product Design, Digital Architecture, Architectural Lighting Design, Contemporary Architecture, Landscape Architecture, Culture and Built Environment, Geographic Information System, Design of High-rise Buildings, Craft in Architecture, Architectural writing and Journalism, Bio- mimicry, Urban Planning, Constitutional Law, Principles of Real Estate Development, Adaptive Re-use of Built Form
05	Evaluations of courses, teachers and students	Unclear from the website
06	Teacher Culture development - practices, research, etc.	Visvesvaraya Technological University overlooks and invites proposals from institutes/investigators as well as has a Ph.D programme as well as disburses grants for the same. 3 out of the 21 schools of architecture affiliated under the Visvesvaraya Technological University are seen to pursue research through its design and consultancy cell under the following broader research verticals: KA03 Urban and Regional Planning, Urban design, Sustainable design, Building science, Landscape design, Architectural pedagogy.
07	Relationship of University with Institutions - Support, Control, Quality, etc.	Unclear from the website

5. Dr. APJ Abdul Kalam Technical University, Lucknow (U5)

Table C5: List of courses for the B.Arch programme at Dr. APJ Abdul Kalam Technical University, Lucknow

		SEMESTERS										U5
	SUBJECTS / COURSES	1	2	3	4	5	6	7	8	9	10	
01	Architectural Design	X	X	X	X	X	X		X	X		8
02	Construction & Material	X	X	X	X	X	X		X	X		8
03	Architectural Structures	X	X	X	X	X	X		X			7
04	Architectural Drawing	X	X	X	X							4
05	Arts & Graphics	X	X	X	X							4
06	Ecology & Environment	X										1
07	Communication Skills and Techniques	X										1
08	Computers	X										1
09	Universal Human Values & Professional Ethics	X										1
10	Surveying		X									1
11	History of Architecture		X									1
12	Research/ Seminar/ Workshop		X	X	X	X	X					5
13	Cyber Security		X									1
14	Architectural Services			X	X	X	X		X			5
15	History of Architecture			X	X	X	X					4
16	Climatology			X								1
17	Vernacular Architecture				X							1
18	Interior Design					X						1
19	Working Drawing and Details					X						1
20	Sociology					X						1
21	Disaster Management						X					1
22	Estimation and Specifications						X					1
23	Building Economics						X					1
24	Practical Training							X				1
25	Seminar Presentation							X				1
26	Urban Design & Town Planning								X			1
27	Theory of Architecture								X			1
28	Dissertation								X			1
29	Professional Practice									X	X	2
30	Landscape Design									X		1
31	Advanced Services									X		1
32	Advanced Surveying and Geomatic Techniques									X		1
33	Architectural Thesis									X	X	2
34	Electives								X	X	X	3

Source: The authors (collated from data from the website of the university/institution)

Additional Information

01	Website	https://aktu.ac.in/
02	Comments on the syllabus - what is the orientation, focus, what is taught, etc.	1. The syllabus as prescribed by Dr. APJ Abdul Kalam Technical University has equal focus on design and technology. 2. Here the design modules engage through architectural projects that begin with designing small spaces, kiosks, pavilions to residence, Panchayat Bhawan, Ashrams, Artist Studio, Office cum Houses, Tourist bungalows, design on sloping site with unique topography for structures like a simple guest house, tourist complex or museums. The senior years engage with the design of Stadia, auditorium, Petrol Pump, Factories, Museums, Malls, and buildings using varied structural systems, group housing, large institutional campuses, convention centres, large office campuses, having auditoriums and other multi-utility buildings. 3. Humanities modules focus on stylistic histories of architecture. 4. The construction modules engage with material properties, histories and then different ways of constructing starting from timber to high-rise structures. 5. The structures module focuses on forces and structural systems, bending moment, stresses and deflection in beams, columns, statically indeterminate beams. 6. Services module engages with water supply and sanitation, electrical services, heating, ventilation, and air conditioning.
03	Comments on the modes, methods, schedules & logistics as mentioned in the syllabus / elsewhere	1. Design is taught through studios where the methods and key concepts explored are form, scale, order, anthropometrics, terrain, structural systems, demographic and socio- economic dimensions, infrastructure requirements and provisions of urban areas are tenets that are engaged with as the students' progress with their architectural education. 2. Humanities is taught through lectures. 3. Construction is taught through lectures, practicals and studios. 4. Structures are taught through lectures and practicals. 5. Services are taught through lectures and studios.
04	Special / Innovative Courses as mentioned in the syllabus	Communication Skills and Techniques, Universal Human Values & Professional Ethics, Cyber Security, Vernacular Architecture, Disaster Management, Building Economics
05	Evaluations of courses, teachers and students	Unclear from the website

06	Teacher Culture development - practices, research, etc.	1 out of the 21 schools of architecture affiliated under the Dr. APJ Abdul Kalam Technical University are seen to pursue research through its design and consultancy cell largely focusing on projects around infrastructure and rural planning and development.
07	Relationship of University with Institutions - Support, Control, Quality, etc.	Unclear from the website

6. Calicut University, Kozhikode (U6)

Table C6: List of courses for the B.Arch programme at Calicut University, Kozhikode

		SEMESTERS										U6
	SUBJECTS / COURSES	1	2	3	4	5	6	7	8	9	10	
01	Basic Design	X	X									2
02	Building Materials and Construction	X	X	X		X						4
03	History Of Architecture	X	X	X	X	X						5
04	Architectural Drawing and Graphics	X	X									2
05	Theory Of Design	X	X	X								3
06	Engineering Mechanics	X	X									2
07	Visual Arts & Presentation	X	X									2
08	Basic Computer Graphics	X	X									2
09	Construction & Modelling Workshop	X	X									2
10	Architectural Design			X	X	X	X			X		5
11	Building Climatology			X								1
12	Theory Of Structures			X	X							2
13	Vernacular Architecture			X								1
14	C A D Laboratory			X	X							2
15	Building Services			X		X	X			X		4
16	Land Survey				X							1
17	Sociology & Economics				X							1
18	Building Science Lab				X							1
19	Survey Practical				X							1
20	Estimation, Costing and Specification					X						1
21	Structural Design					X	X					2
22	Working Drawing					X	X					2
23	Interior Design and Detailing						X					1
24	Landscape Architecture						X					1
25	Practical Training							X	X			2

26	Town Planning									X		1
27	Professional Practice									X		1
28	Environmental Studies									X		1
29	Earthquake Resistant Design & Disaster Management									X		1
30	Construction Management									X		1
31	Design Thesis / Dissertation										X	1
32	Electives						X			X		2

Source: The authors (collated from data from the website of the university/institution)

Additional Information

01	Website	https://uoc.ac.in/
02	Comments on the syllabus - what is the orientation, focus, what is taught, etc.	1. The syllabus as prescribed by University of Calicut has a design and technology orientation, and the focus on electives and professional practice-based modules is reduced. 2. Here the design modules engage through architectural projects that begin with designing small scale community driven buildings and typology-based housing projects and later progress to urban scale projects of infill, revitalization and renewal, adaptive reuse, waterfront development, transportation nodes/interchanges, museums, performing arts centres are taken up. 3. Humanities modules focus on stylistic histories of architecture. 4. The construction modules engage with material properties, histories and then different ways of constructing starting from timber to high-rise structures. 5. The structures module focuses on forces and structural systems, bending moment, stresses and deflection in beams, columns, statically indeterminate beams. 6. Services module engages with water supply and sanitation, electrical services, heating, ventilation, and air conditioning.
03	Comments on the modes, methods, schedules & logistics as mentioned in the syllabus / elsewhere	1. Design is taught through studios where data collection, referencing is used to learn architectural programming. Further handmade sketches, manual drafting and scaled study models are made part of the design process. After this climatic and topographic, rules and regulating, complexities related to designing public spaces, MEP services, LEED, IGBC and Griha rating systems, demographic and socio- economic dimensions, infrastructure requirements and provisions of urban areas are tenets that are engaged with as the students' progress with their architectural education. 2. Humanities is taught through lectures. 3. Construction is taught through lectures, practicals and studios.

		4. Structures are taught through lectures and practicals. 5. Services are taught through lectures and studios.
04	Special / Innovative Courses as mentioned in the syllabus	Building Science Lab, Design of Structures, Building Economics and Sociology, Cost-efficient Construction Techniques, Barrier-free Environment Design, Services in High-rise Buildings
05	Evaluations of courses, teachers and students	Unclear from the website
06	Teacher Culture development - practices, research, etc.	The University of Calicut under its aegis has a "Directorate of Research" that overlooks the Ph.D programme. However, the work produced and pursued under the umbrella of spatial design remains unclear.
07	Relationship of University with Institutions - Support, Control, Quality, etc.	Unclear from the website

7. Jawaharlal Nehru Architecture and Fine Arts University, Hyderabad (U7)

Table C7: List of courses for the B.Arch programme at Jawaharlal Nehru Architecture and Fine Arts University, Hyderabad

		SEMESTERS										U7
	SUBJECTS / COURSES	1	2	3	4	5	6	7	8	9	10	
01	Basic Design	X										1
02	Architectural Drawing and Graphics	X	X	X								3
03	Building Construction	X	X	X	X	X						5
04	Building Materials	X	X	X								3
05	Structural Mechanics	X	X	X								3
06	Introduction to Art and Architecture	X										1
07	Workshop-Carpentry & Model Making	X										1
08	Environmental Studies	X										1
09	Architectural Design		X	X	X	X	X	X	X			7
10	History of Architecture		X	X	X	X						4
11	Surveying and Levelling		X									1
12	Communication Skills		X									1
13	Building Services			X	X		X					3
14	Climatology			X								1
15	Value Education			X								1
16	Design of Structures				X	X						2
17	Landscape design and site planning				X							1

18	Computer Applications				X	X						2
19	Cultural and Political Studies				X							1
20	Building Estimating, Costing, and Specifications					X						1
21	Working Drawing and Details						X					1
22	Building Economics and Sociology						X					1
23	Human Settlements and Town Planning						X					1
24	Environment Responsive Design						X					1
25	Advanced Services							X				1
26	Energy Conservation Building Code							X				1
27	Building Construction Management								X			1
28	Landscape Architecture								X			1
29	Interior Design								X			1
30	Pre-Thesis Seminar								X			1
31	Practical Training									X		1
32	Design Thesis										X	1
33	Professional Practice & Building Codes										X	1
34	Electives					X	X	X	X		X	5

Source: The authors (collated from data from the website of the university/institution)

Additional Information

01	Website	https://www.jnafau.ac.in/
02	Comments on the syllabus - what is the orientation, focus, what is taught, etc.	1. The syllabus as prescribed by Jawaharlal Nehru Architecture and Fine Arts University has a design and technology orientation, and the focus on electives and professional practice-based modules is reduced. 2. Here the design modules start with engaging with simple space organizations starting with single activity to multifunctional spaces and human anthropometrics, developing design abilities in the context of user requirements, buildings for residential use, institutional design - facilities required and detailing design for institutions in urban context. Later the course progresses to engage with design of buildings for passive recreation and large span buildings for public uses, large scale, multi-storey, complex projects and aims to develop skills for a comprehensive design approach in the areas of housing and campus design, large, multi-storeyed complex projects. 3. Humanities modules focus on stylistic histories of architecture in response to social, religious, aesthetic and environmental factors. The study focuses on the three-dimensional forms, plan forms, façade organization, structural solution, construction methods and ornamentation. 4. The construction modules engage with techniques of construction of basic elements of a simple building, building using different materials, issues related to failures in buildings, decay and damage, approaches for maintenance, repairs and renovation of buildings.

		5. The structures module focuses on different forces, force systems, Beam types, sectional properties, behaviour of different members due to applied forces, behaviour beams, columns stress behaviour due to applied forces. structural design of different elements of building in RCC, steel. 6. The services module focuses on understanding the significance, design and functioning of water and sewerage systems as essential components in building design and site planning, electrical services, illumination and mechanical service and their integration into design.
03	Comments on the modes, methods, schedules & logistics as mentioned in the syllabus / elsewhere	1. Here design teaching is done through use of standards and application of knowledge gained from other subjects. Other aspects of building in urban context, integration of function: movement, climate, acoustics, structure and services into the group of buildings, landscaping and site planning, Institutional character from abstract to detail, NBC and other relevant building codes as applicable, relevant design considerations for barrier free design for the differently abled, understanding and dealing with architecture of a group of buildings are engaged with subsequently. 2. Humanities is taught through lectures where there is a focus on understanding of the philosophy, basic principles of space and mass, and architectural composition in the various periods. 3. Construction is taught through lectures, practicals and studios with an objective of giving a historical perspective, practical knowledge through site visits to the construction sites. 4. Structures are taught through lectures and practicals around basic principles of mechanics and behaviour of elements of structures. 5. Services are taught through lectures and studios.
04	Special / Innovative Courses as mentioned in the syllabus	Value Education, Personality Development, Cultural and Political Studies, Building Economics and Sociology, Energy Conservation Building Code, Architectural Journalism, Worksop- Tall buildings, Architectural Documentation, Building Information Modelling, Disaster Resistant Architecture, Intelligent Buildings
05	Evaluations of courses, teachers and students	Unclear from the Website
06	Teacher Culture development - practices, research, etc.	1. The Jawaharlal Nehru Architecture and Fine Arts University under its aegis has a “Research and Development” vertical that overlooks the Ph.D programme. However, the work produced and pursued under the umbrella of spatial design remains unclear. 2. 1 out of the 11 schools of architecture affiliated under the Jawaharlal Nehru Architecture and Fine Arts University are seen to pursue research through its design and consultancy cell.

07	Relationship of University with Institutions - Support, Control, Quality, etc.	Unclear from the Website

8. Rashtrasant Tukadoji Maharaj University, Nagpur (U8)

Table C8: List of courses for the B.Arch programme at Rashtrasant Tukadoji Maharaj University, Nagpur

		SEMESTERS										U8
	SUBJECTS / COURSES	1	2	3	4	5	6	7	8	9	10	
01	Architectural Design	X	X	X	X	X	X	X		X		8
02	Allied Design Studio	X	X	X	X	X	X	X		X		8
03	Building Construction and Materials	X	X	X	X	X	X					6
04	Architectural Graphics	X	X	X								3
05	Structural Design & Systems	X	X	X								3
06	History of Civilization	X										1
07	Numerical Ability	X										1
08	Presentation Skills	X										1
09	Sketching and Rendering	X										1
10	Public Speaking	X										1
11	History of Architecture		X	X	X							3
12	Computer Application		X	X								2
13	Graphic Designing		X									1
14	Fundamentals of Painting		X									1
15	Fundamentals of Sculpture		X									1
16	Architectural Photography		X									1
17	Climatology			X								1
18	Anthropometrics and Ergonomics			X								1
19	Rural Architecture			X								1
20	Traditional Arts and Crafts			X								1
21	Biomimicry			X								1
22	Surveying and Documentation				X							1
23	Structural Design & Systems				X	X	X					3
24	Building Services				X	X	X	X		X		5
25	Climate and Architecture				X							1
26	Furniture Design				X							1
27	Design of Building Elements				X							1
28	Building Bye Laws and DCR				X							1
29	Theory of Design				X							1
30	Working Drawing					X	X	X				3
31	Contemporary Architecture					X						1

32	Vernacular Architecture					X						1
33	Product Design					X						1
34	Advanced Spatial Analysis					X						1
35	Behavioural Architectural					X						1
36	Rhapsodic Architecture					X						1
37	Vastu Shastra					X						1
38	Theory of Architecture						X					1
39	Landscape Architecture						X	X				2
40	Campus Planning						X					1
41	Interior Design						X					1
42	Architectural Appreciation						X					1
43	Green Architecture						X					1
44	Biophilic Architecture						X					1
45	Appropriate Building Technology							X				1
46	Human Settlement Planning							X				1
47	High Rise Buildings							X				1
48	Architectural Conservation							X				1
49	Housing							X				1
50	Industrial Architecture							X				1
51	High-tech Architecture							X				1
52	Practical Training								X			1
53	Professional Practice									X	X	2
54	Estimation									X		1
55	Urban Design									X		1
56	Environmental Science and Architecture									X		1
57	Earthquake Resistant Architecture									X		1
58	Architectural Journalism									X		1
59	Disaster Mitigation and Management									X		1
60	Composite Technology									X		1
61	Specialised Services									X		1
62	Special Project										X	1
63	Seminar and Research										X	1
64	Project Management & BIM										X	1
65	Valuation										X	1
66	Institutional Project	X	X	X	X	X	X	X	X			8
67	Elective	X	X	X	X	X	X	X	X			8

Source: The authors (collated from data from the website of the university/institution)

Additional Information

01	Website	https://nagpuruniversity.ac.in/
02	Comments on the syllabus - what is the orientation, focus, what is taught, etc.	1. The syllabus as prescribed by Rashtrasant Tukadoji Maharaj University has a technology orientation, and the focus on electives and professional practice-based modules is substantially more. 2. Here design is taught through focusing on the human scale and space formation, design of simple built spaces, community, tradition, theoretical constructs, building systems and its implications on architectural design, application of various structural systems, building bye laws and building with multiple users, site planning, contour negotiation and campus planning of large- scale architectural interventions in specific urban settings, having multiple stakeholders. 3. The humanities module traces a stylistic history of architecture. It is taught through architecture and its relation to culture through the different periods and cultures. It focuses on the basic needs and lifestyle as determining factors for growth of early settlements, analyse and synthesise architecture of an era based on climate and available building materials, construction techniques, climate etc. and spatial configurations derived from it, interpretation of spatial Configurations, form or art and the proportioning systems derived from religious symbolism in each belief system. 4. The construction modules engage with material properties, histories and then different ways of constructing starting from timber to high-rise structures to familiarise with contemporary as well as vernacular and traditional building materials and understand prevailing BIS specifications. 5. The structures module focuses on forces and structural systems, analysis of plane trusses, properties of section, elastic properties of solids, elastic constants, shear force and bending moment, stresses and deflection in beams, columns, statically indeterminate beams. 6. The services module engages with water supply and sanitation, electrical services heating, ventilation, and air conditioning, role and capacity of sound in all its variations and to enhance aural experience in the built environment.
03	Comments on the modes, methods, schedules & logistics as mentioned in the syllabus / elsewhere	1. Design is engaged through the metrics of anthropometry, form and space, elements of built form, basic principles of spatial organization, symbiosis of form and function, concept generation, convergent & divergent thinking in design, climatic coordination. Newer complex concepts are introduced as the student progresses with her architectural education. 2. Humanities is taught through lectures and prescribed readings. 3. Construction is taught through lectures, practicals and studios.

		4. Structures are taught through lectures and practicals. 5. Services are taught through lectures and studios.
04	Special / Innovative Courses as mentioned in the syllabus	Allied Design Studio allows the affiliated schools of architecture to offer courses of their choice. Moreover, the university also offers the following special courses: Numerical Ability, Presentation Skills, Public Speaking, Fundamentals of Painting, Fundamentals of Sculpture, Architectural Photography, Rural Architecture, Traditional Arts and Crafts, Biomimicry, Regional Architecture, Design of Building Elements, Building Bye Laws and DCR, Pattern Language, Advanced Spatial Analysis, Behavioural Architectural, Rhapsodic Architecture, Vastu Shastra, Campus Planning, Biophilic Architecture, High Rise Buildings, Industrial Architecture, High-tech Architecture ,Documentation, Composite Technology, Valuation
05	Evaluations of courses, teachers and students	Unclear from the website
06	Teacher Culture development - practices, research, etc.	Unclear from the website
07	Relationship of University with Institutions - Support, Control, Quality, etc.	Unclear from the website

9. Goa University, Panjim (U9)

Table C9: List of courses for the B.Arch programme at Goa University, Panjim

		SEMESTERS										U9
	SUBJECTS / COURSES	1	2	3	4	5	6	7	8	9	10	
01	Materials and Construction	X										1
02	Building Construction	X	X	X	X	X	X					6
03	Fundamentals of Structure	X	X									2
04	Drawing, Painting, Sketching	X	X									2
05	Solid Geometry + Tech. Dwgs.	X										1
06	Design in Space	X	X									2
07	Studio	X	X	X	X	X	X		X	X		8
08	Culture and Built Form	X										1
09	Construction Details		X	X	X	X						4
10	Tech. Dwgs. + Computing		X	X	X							3

11	Design through Ages		X									1
12	Structure			X	X	X						3
13	Ecology & Env. Science			X	X	X						3
14	History of Architecture			X	X	X	X					4
15	Theories of Architecture			X	X	X	X					4
16	Building Services						X					1
17	Topographic systems						X					1
18	Cost estimation						X					1
19	Practical training							X				1
20	Special Structures								X			1
21	Integration studio								X			1
22	Study of settlements								X			1
23	Professional practice I								X	X		2
24	Research methods									X		1
25	Specification and controls									X		1
26	Design Thesis / Dissertation										X	1
27	Electives			X	X	X	X		X	X		6

Source: The authors (collated from data from the website of the university/institution)

Additional Information

01	Website	https://gcarch.goa.gov.in/
02	Comments on the syllabus - what is the orientation, focus, what is taught, etc.	1. Here the design modules engage through architectural projects that begin with designing small scale community driven buildings and typology-based housing projects and later progress to urban scale projects of infill, revitalization and renewal, adaptive reuse, waterfront development, transportation nodes/interchanges, museums, performing arts centres are taken up. 2. Humanities is taught with an emphasis that architecture is a cultural construct and an expression of a culture's underlying value systems, Society, culture and its correlation to built forms. Levels of social organisations and evolution of various social groups over time. 3. Urban sociology, social anthropology, art as an expression of culture, aspects of literature, performing arts – theatre, dance, music- and plastic arts –painting, sculpture, film- in terms of basic characteristics and development of each field and first-hand experience of some work. 4. The construction modules engage with material properties, histories and then different ways of constructing starting from timber to high-rise structures.

		5. The structures module focuses on forces and structural systems, analysis, properties of section, elastic properties of solids, elastic constants, shear force and bending moment, stresses and deflection in beams, columns, statically indeterminate beams. 6. The services module engages with water supply and sanitation, electrical services heating, ventilation, and air conditioning in the built environment.
03	Comments on the modes, methods, schedules & logistics as mentioned in the syllabus / elsewhere	1. Design is taught through lectures and studios. 2. Humanities is taught through lectures and prescribed readings. 3. Construction is taught through lectures, practicals and studios. 4. Structures are taught through lectures and practicals. 5. Services are taught through lectures and studios.
04	Special / Innovative Courses as mentioned in the syllabus	Unclear from the website
05	Evaluations of courses, teachers and students	Unclear from the website
06	Teacher Culture development - practices, research, etc.	The university has a working paper series that collates the ongoing research under larger themes.
07	Relationship of University with Institutions - Support, Control, Quality, etc.	Unclear from the website

10. School of Planning and Architecture, New Delhi (U10)

Table C10: List of courses for the B.Arch programme at the School of Planning and Architecture, New Delhi

		SEMESTERS										U10
	SUBJECTS / COURSES	1	2	3	4	5	6	7	8	9	10	
01	Architectural Design	X	X	X	X	X	X	X		X		8
02	Visual Arts and Basic Design	X	X	X	X							4
03	Computer Applications	X	X	X	X							4
04	Building Construction	X	X	X	X	X	X					6
05	Theory Of Structures	X	X	X	X	X	X					6
06	Environmental Studies	X										1
07	Model Making and Workshop	X										1
08	Human Settl. & Vernacular Arch.	X										1

09	Professional. Communications	X	X									2
10	Climate-Responsive Design		X									1
11	Surveying & Leveling		X									1
12	History Of Architecture		X	X	X	X						4
13	Sociology & Culture		X									1
14	Water, Waste & Sanitation			X								1
15	Site Planning & Landscape Studies			X								1
16	Art & Architectural Appreciation			X	X	X	X	X				5
17	Building Services				X	X						2
18	Solar Active and Passive Systems				X							1
19	Energy System & Renewables					X						1
20	Estimating & Costing					X						1
21	Design Methodology					X						1
22	Green Systems Integration						X					1
23	Sustainable Urban Habitats						X					1
24	Specifications & Contracts						X					1
25	Contemporary Architecture						X					1
26	Architectural Theories						X					1
27	Working Drawings							X				1
28	Project Management							X				1
29	Arch.Research—Seminar							X				1
30	Practical Training								X			1
31	Professional Practice									X	X	2
32	Urban Design Studies									X		1
33	Dissertation /Art Thesis*									X		1
34	Thesis Design Research										X	1
35	Design Thesis / Dissertation										X	1
36	Electives			X	X	X	X	X		X		6

Source: The authors (collated from data from the website of the university/institution)

Additional Information

01	Website	http://spa.ac.in/Home.aspx?ReturnUrl=%2f
02	Comments on the syllabus - what is the orientation, focus, what is taught, etc.	1. The curriculum is divided into two parts where Part 1 deals with spatial exploration, residential and vernacular architecture, spatial intervention embedded in site and context, sustainable design based in solar responsive and energy efficient architecture. Part 2 has choice-based studios where the students engage with focus on large buildings with special requirements, services and infrastructures; and on large scale urban interventions of housing, urban design and campus design.

		2. The humanities module engages with how architecture has been influenced by society and its culture through the ages. Students undertake a critical study of architecture from across the world with an emphasis on the Indian sub-continent. Students are also familiarised with all forms of arts. The course prepares students to do an Art Thesis in the Semester VII, as an alternative to the research seminar, if they are so inclined. The theory of architecture component engages with concerns that have driven architectural design, the ways in which they have been addressed in the contemporary times. 3. The construction module is designed to expose students to traditional and contemporary materials and processes of building construction. The course includes concepts of sustainability in terms of eco-friendly materials and sustainable construction practices. Beginning from
		simple constructions of brick and bamboo, students' progress to increasingly sophisticated methods culminating in the latest technology of highly accurate, ultra-fast, computer-aided manufacturing and assembly of building components. 4. The structures module engages with structural principles involved in building design, developing a visual and tacit structural intelligence. 5. The services module engages with sustainable principles of building services with focus on efficiency of design, installation and operation. The course culminates in Integrated Building Management, operation of service systems and building performance modelling through Intelligent Systems.
03	Comments on the modes, methods, schedules & logistics as mentioned in the syllabus / elsewhere	1. Design is taught through lectures and studios. 2. Humanities is taught through lectures and prescribed readings. 3. Construction is taught through lectures in materials and methods of construction, studio wherein the principles and practice shall be applied to the production of meaningful construction details and working drawings iii. site visits and hands-on workshops for exposure to real world situations. 4. Structures are taught through lectures to understand principles of structural mechanics, studio wherein the principles shall be used in design application and fundamental calculations, including an introduction to structural design software, laboratory and workshop for testing structural materials and systems models. 5. Services are taught through lectures and studios.
04	Special / Innovative Courses as mentioned in the syllabus	Unclear from the website

05	Evaluations of courses, teachers and students	Unclear from the website
06	Teacher Culture development - practices, research, etc.	The School of Planning and Architecture has Design Innovations Center which focuses on projects like Community-Led Heritage Regeneration in India: Agra Riverfront, Role of Private Slum Developers in Low Income Settlement in Delhi and Dhaka, Study of In-Situ Rehabilitation of Slums in Delhi, ENVIS Center on Human Settlement, Comprehensive Conservation Management Plan for National Archives of India Building, Indo-Norway Research Project on Transport Sector Strategies for Climate Change, Indo- Highway Capacity manual.
07	Relationship of University with Institutions - Support, Control, Quality, etc.	Unclear from the website

11. Panjab University, Chandigarh (U11)

Table C11: List of courses for the B.Arch programme at Panjab University, Chandigarh

		SEMESTERS										U11
	SUBJECTS / COURSES	1	2	3	4	5	6	7	8	9	10	
01	Architectural Design	X	X	X	X	X	X	X	X	X		9
02	Building Construction	X	X	X	X	X	X	X	X	X		9
03	Building Material	X	X	X								3
04	Structure Systems & Design	X	X	X	X	X	X					6
05	Architectural Drawing	X	X									2
06	Architectural Graphics	X	X	X	X							4
07	History of Built Environment	X	X	X	X	X	X					6
08	Theory of Design	X	X			X						3
09	Workshop (Model Making)	X	X	X								3
10	Health Education	X	X	X	X							4
11	Theory of Design			X								1
12	Computer Application in architecture			X	X	X	X					4
13	Educational Tour			X		X						2
14	Building Services				X							1
15	Building Climatology				X							1
16	Design and Environmental Psychology				X							1
17	Surveying and Mapping				X							1
18	Elements of Landscape					X						1

19	Design and Sociology					X						1
20	Town and Country Planning						X					1
21	Building Bye-laws & Codes						X					1
22	Estimating & Costing and Specification						X					1
23	Professional Practice							X				1
24	Lighting Design							X				1
25	Vernacular Architecture							X				1
26	Architectural Conservation							X				1
27	Disaster Management for Buildings							X				1
28	Interior Design							X				1
29	Art & Architecture							X				1
30	Urban Design							X		X		2
31	Research Methodology								X	X		2
32	Architectural Photography								X			1
33	Services Control Systems in Buildings								X	X		2
34	Settlement Conservation								X			1
35	Traffic & Transportation								X	X		2
36	Low Cost Effective Building Design & Construction								X	X		2
37	Landscape Design								X	X		2
38	Construction Management								X	X		2
39	Sustainable Architecture								X			1
40	Recent Heritage									X		1
41	Sustainable Architecture									X		1
42	Design Thesis / Dissertation										X	1
43	Electives							X		X		2

Source: The authors (collated from data from the website of the university/institution)

Additional Information

01	Website	http://cca.edu.in/home
02	Comments on the syllabus - what is the orientation, focus, what is taught, etc.	1. The syllabus prescribed by Panjab University has a technology orientation, the focus on humanities and design subjects is relatively lesser. 2. The design module engages through explorations in three dimensional compositions, to inter-relationship of form and function, site planning, building services and structure in complex building / group of buildings, to environmental responsive architecture and further to urban development, urban renewal and housing projects.

		3. The construction module engages through understanding of materials, systems, structural systems from a simple to a high rise and multi-service system buildings. They further engage and equip in assembly and detailing of systems and structural members. 4. Humanities modules engage through prehistoric, Egyptian, Mesopotamian, Indus Valley civilizations and their building typology, to geo-physical, societal, political and technological factors in the evolution of architectural and urban form. 5. Services module engages with water supply and sanitation, electrical services heating, ventilation, and air conditioning 6. Structures module engages with forces and structural systems, their analysis forces, moments and stresses.
03	Comments on the modes, methods, schedules & logistics as mentioned in the syllabus / elsewhere	1. Design course is taught as design assignments and time-based problems. 2. Technology and Construction courses are taught through lecture sessions, prescribed readings, notes, and sketching exercises. 3. Services course is taught through lectures and discussions.
		4. Humanities module is taught through lecture series, seminars and prescribed readings in the syllabus. 5. The Structures course is taught through a series of lectures, assignments and exercises.
04	Special / Innovative Courses as mentioned in the syllabus	Health Education is a special course introduced in the syllabus by the University to make the students learn the basic concepts in fitness and body health. It explores topics such as exercise routines, its benefits, Growth and development, Exercise and well-being, sex and age, characteristics of adolescent, Body types, Sex differences, Individual differences, Use, disuse and overuse phenomenon of exercise.
05	Evaluations of courses, teachers and students	The University conducts evaluation as follows, 1. Courses: Not clear from the Website 2. Teachers: Not clear from the Website 3. Students: Students are evaluated for their sessional work for the subjects and end of semester examinations. Each subject detailed in the syllabus provides a guideline to the paper setter, prescribing the number of questions and compulsory units.
06	Teacher Culture development - practices, research, etc.	Not clear from the website

07	Relationship of University with Institutions - Support, Control, Quality, etc.	Not clear from the website

12. CEPT University, Ahmedabad (U12)

Table C12: List of courses for the B.Arch programme at CEPT University, Ahmedabad

		SEMESTERS										U12
	SUBJECTS / COURSES	1	2	3	4	5	6	7	8	9	10	
01	Architectural Design	X	X	X	X	X	X		X	X		8
02	Basic Design	X	X									2
03	Humanities	X	X	X	X							4
04	History, Theory of Architecture			X	X	X	X		X	X	X	7
05	Architectural Graphic Techniques	X										1
06	Drawing	X										1
07	Building Construction	X	X	X	X							4
08	Fundamentals Of Structure	X	X									2
09	Drawing & Painting	X										1
10	Computer Appl		X	X	X							3
11	Sculpture, Ceramics			X								1
12	Structure			X	X	X	X					4
13	Environmental Science			X	X	X						3
14	Print, Graphics and Photography				X							1
15	Building Technology					X						1
16	Building Services					X	X					2
17	Practical Training							X				1
18	Professional Practice								X			1
22	Adv. Building Technologies & Services								X			1
23	Building Quantities and Costs								X			1
24	Specification And Contracts									X		1
25	Computer Modelling							X				1
26	Construction Project Management							X				1
27	Adv. Structural Systems							X				1
28	Architectural Research Methods									X		1
29	Research Thesis										X	1
30	Electives					X	X		X	X		4

Source: The authors (collated from data from the website of the university/institution)

Additional Information

01	Website	https://cept.ac.in/
02	Comments on the syllabus - what is the orientation, focus, what is taught, etc.	1. The first year is called the CEPT Foundation Program. Here the focus is on developing basic architectural design skills. The courses taught within this are around Visualising and Drawing, Analyzing and Interpreting, Reading Objects and Writing Craft and Introducing to the Arts and Social Practices. 2. The following two years focus on advanced skill development. It is possible to exit the programme at this stage with a B.Sc. in Building Design. Some of the studios that get conducted are around tectonics in architecture, making living spaces, space kinematics, spatial narratives, climate responsive architecture, learning spaces, design fundamentals of space making, space and memory, nature of institutional learning, design in detail, construction estimation, performance spaces, retrofitting ecosystems, neighbourhoods and workplaces, housing and social learning. 3. The fourth and fifth years allow students to focus on areas and practice domains of their choice. During this period, students can choose to intern for any one of the four semesters with approved architectural offices anywhere in the world and also undertake research projects or design studios.
03	Comments on the modes, methods, schedules & logistics as mentioned in the syllabus / elsewhere	6. The programme is centred on “studios” which operate as “learning communities”. Many group exercises are structured to develop leadership capacities. 7. Courses, seminars, and workshops, which run parallel to studios, expose students to technology, history, architectural theory and various other dimensions of architecture. 8. Four times, during breaks between semesters, students are required to sign up for study tours or courses organised as part of the Summer and Winter School programmes. 9. To enable students to pursue individual interests only three quarters of the total academic workload is mandated. Students choose courses from the many available electives to complete the rest. 10. Teachers are drawn from practising professionals who bring practical experience to the classroom and academics who complement teaching with more theoretical and critical approaches.
04	Special / Innovative Courses as mentioned in the syllabus	There are a series of choice-based courses allowing students to make their own path.

05	Evaluations of courses, teachers and students	Not clear from the website
06	Teacher Culture development - practices, research, etc.	The CEPT University has the CEPT Research and Development Foundation (CRDF). CRDF is the research and advisory arm of CEPT University. Through CRDF, University engages actively in research projects, advisory assignments and capacity building initiatives aimed at solving critical problems in the built environment and improving people's quality of life in towns and cities. Through these research and consulting pursuits, faculty members make available their academic knowledge and professional expertise to external stakeholders including the government, public sector organisations, NGOs, communities and businesses. It has the following centres under it: 1. The Center for Advanced Research in Building Science and Energy (CARBSE) aims to provide an impetus to research and development in the area of energy and habitat. 2. The Center for Research on Architecture and Urbanism (CAU) has been set up in August 2019 with the aim to become a place of research excellence and serve as a reliable and reputed knowledge repository. 3. The Center of Excellence in Infrastructure (CoEI) has been set up with the assistance of the Department of Industries and Mines and the Industries Commissionerate to support smart infrastructure planning, implementation and management. The focus is on developing robust procurement methods and improving project management practices in large-scale infrastructure and development projects. 4. The Center for Applied Geomatics (CAG) has been established with a vision to leverage geospatial technologies combined with big data analytics to address challenges facing our cities and built environments. 5. The Center for Urban Planning and Policy (CUPP) undertakes research and analysis to help improve processes and regulatory frameworks for urban land development. It further translates this research into relevant and applicable policy prescriptions towards addressing challenges such as increasing land supply, improving affordability, securing land for public purposes, and establishing clear land rights. 6. The Center of Excellence in Urban Transport (CoE-UT) is a resource centre for urban transportation planning and management focusing on technical assistance and advisory activities, human resource development and knowledge management. 7. Center for Heritage Conservation (CHC) focuses on advancing the discourse of built heritage conservation through the lenses of

07	Relationship of University with Institutions - Support, Control, Quality, etc.	Not clear from the website

13. O.P. Jindal Global University, Sonipat (U13)

Table C13: List of courses for the B.Arch programme at Jindal Global University, Sonipat

		SEMESTERS										U13
	SUBJECTS / COURSES	1	2	3	4	5	6	7	8	9	10	
01	Freshman Writing Seminar	X	X									2
02	Built Environment & its Histories		X									1
03	Graphics & Basic Design	X										1
04	Objects & Materials				X		X		X		X	4
05	Building Information Modelling						X		X		X	3
06	Introduction to Project Management				X		X		X		X	4
07	Light and Sound			X		X	X	X				4
08	Building Materials, Construction & Workshop	X	X									2
09	Modern South Asia			X		X		X				3
10	The Politics and History of Planning			X		X		X				3
11	The Past is Prologue				X		X		X		X	4
12	Arch. Obsession				X		X		X		X	4
13	Color and Texture				X		X		X		X	4
14	Research Methods				X		X		X		X	4
15	Materials and Construction Studio			X	X	X						3
16	Structural Systems	X	X									2
17	Advanced Structural Systems		X									1
18	Disaster Risk Reduction for Communities			X		X		X				3
19	Digital Skills	X	X									2
20	Practicum					X	X	X	X		X	5
21	Architectural Design	X	X	X	X							4
22	Site Planning			X		X		X				3
23	Housing Planning and Policy			X		X		X				3
24	Re-use, Re-cycle and Re-duce (buildings)			X		X		X				3
25	The Sex of Design			X		X		X				3
26	Professional Practice - Contracts & Administration			X		X		X				3
27	Internship									X		1
28	Architectural Design - Elective						X	X	X			3

Source: The authors (collated from data from the website of the university/institution)

Additional Information

01	Website	https://jgu.edu.in/#:~:text=Established%20in%202009%2C%20O.P.%20Jindal,QS%20 World%20University%20 Rankings%202023
02	Comments on the syllabus - what is the orientation, focus, what is taught, etc.	The core modules are divided under professional core, building sciences and applied engineering, departmental seminars, skill enhancement courses professional ability enhancement courses and minor concentrations Under this core subjects include the design ateliers such as: 1. Form & Structure 2. Stuff & Space Layout 3. Skin & Texture 4. Site & Services 5. Objects & Equipment 6. Research & Imagination
03	Comments on the modes, methods, schedules & logistics as mentioned in the syllabus / elsewhere	The school in tandem with the university offers a minor specialization track. Students enjoy the freedom to design their own paths of studies, under guidance and regular discussions with their mentors at the school, which spans other schools and disciplines, established through interdisciplinary electives and minor courses of inquiry
04	Special / Innovative Courses as mentioned in the syllabus	1. Site Planning, Advanced Structural Systems, Historic Preservation, Adaptive Re-Use, Built Environment & its Histories, Architectural Obsessions, Environment & Ecology, Introduction to Project Management Research Methods, Climate Proofing, Public Health, Building Information Modeling, Modern South Asia. 2. The unique choice based minor courses offered are: International Affairs, Political Science, Literary Studies, History, Introduction to Diplomatic Practice, Nationalism and Politics, Global Speculative Fiction, IR Theory & Concepts, Peace Conflict and War, International Organizations, Indian History, Politics and Governments, Introduction to political science, Political Philosophy, You Lie When You Write the Truth: Introduction to Writing Fiction, Thinking about the field, A Global History of Liberalism, Making History: Myths, Epics, Chronicles, Histories, Sociology and Anthropology, Emerging Questions in Sociology/Anthropology, Fine Arts, 2D study drawing, 3D study clay study , Object and Space: Installation and Kinetic Arts, Introduction to Pottery and Ceramics, Environment and Sustainability, Introduction to Climate Change and Policy , Introduction to Ecology Sustainable Development, Water: Science, Law Entrepreneurship, Journalism And Communication Media and Society, Journalism Skills Data, Analysis of Storytelling, Consumer Behaviour/Marketing Entrepreneurial/ Managerial Economics, Principles of Management, Intellectual Property Law, Environmental Law, Property Law, Labour Law or Contract Law, Business Studies, Introduction To Finance, Introduction To Marketing, People Management, Operation Management

05	Evaluations of courses, teachers and students	Unclear from the website
06	Teacher Culture development - practices, research, etc.	Ample support is provided to the staff for research activity through internal grants and time.
07	Relationship of University with Institutions - Support, Control, Quality, etc.	Students can take courses across the university departments and chart their academic paths

14. Nitte University, Mangalore (U14)

Table C14: List of courses for the B.Arch programme at Nitte University, Mangalore

		SEMESTERS										U14
	SUBJECTS / COURSES	1	2	3	4	5	6	7	8	9	10	
01	Foundation Studio	X										1
02	Environment and Building Physics	X										1
03	Architectural and Visual Representation	X										1
04	Culturescapes	X										1
05	Introduction to Architectural Design		X									1
06	Architecture and Change		X									1
07	Climate, Site and Superstructure		X									1
08	Graphics and Communication		X									1
09	Vertical Studio			X		X						2
10	Environment and Building Structures			X								1
11	History and Construction/ Urbanism			X	X	X						3
12	Housing Studio				X							1
13	Building Systems and Electrical Services				X							1
14	Cooperative Learning Preparation					X	X					2
15	Building Detailing and Valuation					X						1
16	Urban Studio / Exchange Studio							X				1
17	VS: Advanced Design/ Conservation/ Landscape/ Sustainability/ Urban Housing								X			1
18	Management and Interior Systems								X			1
19	Dissertation								X			1
20	Building Systems and Practices							X				1
21	Internship									X		1
22	Professional Practice										X	1
23	Capstone Project: Advanced Design										X	1
24	Design Thesis / Dissertation										X	1

Source: The authors (collated from data from the syllabus of the university/institution)

Additional Information

01	Website	https://nia.nitte.edu.in/
02	Comments on the syllabus - what is the orientation, focus, what is taught, etc.	1. The syllabus prescribed by NITTE University has design, technology and humanities orientation, the focus on professional practice-based modules is reduced. 2. Here the design courses engage the students through architectural projects which begin with a foundation studio which cover the fundamentals of design, which further moves to design of institutional projects as a vertical studio between semester 3 and 5 students, and later between Semester 8 and 10 focusing on Advanced Design, Conservation, Landscape, Sustainability, and Urban Housing. 3. The technology courses have focus on environmental and built form. 4. Services courses focus on building systems and electrical service systems.
03	Comments on the modes, methods, schedules & logistics as mentioned in the syllabus / elsewhere	1. Design in the earlier years is taught through hands-on work of model making in the workshop. Further to the design studios, the students process, analyse, and solve the problems through drawings, models and reports. 2. Humanities is taught through lectures, seminars and prescribed readings. 3. Construction & Structures is taught through lectures, practicals in labs and workshops and studios. 4. Services are taught through lectures, seminars and studios.
04	Special / Innovative Courses as mentioned in the syllabus	Cooperative Learning is an experiential learning studio where the students go and work in an architectural or allied field office for 16 weeks in addition to the professional training semester.
05	Evaluations of courses, teachers and students	The university conducts evaluations as follows, 1. Courses: Unclear from website 2. Teachers: Unclear from website 3. Students: Evaluation is done in two parts, Continuous Internal Evaluation and Semester End Examinations. Continuous Internal Evaluation is calculated on the basis of sessional evaluations such as Written Tests, Seminars, Juries, Quizzes, Assignment Reviews, Written Assignment Reviews and Time Problems. University conducts and accesses Semester End Examinations at the end of each semester.
06	Teacher Culture development - practices, research, etc.	The university has a research documentation on the website which collates papers published and presented by different faculty members.

07	Relationship of University with Institutions - Support, Control, Quality, etc.	Nitte has a deemed university status. The relationship of the University with the Institution of Architecture is not clear from the website.

15. Navrachana University, Vadodara (U15)

Table C15: List of courses for the B.Arch programme at Navrachana University, Vadodara

		SEMESTERS										U15
	SUBJECTS / COURSES	1	2	3	4	5	6	7	8	9	10	
01	Studio - Design	X	X	X	X	X	X	X		X		8
02	Basic Design	X	X									2
03	Construction technology	X	X	X	X	X						5
04	Fundamental of structure	X	X									2
05	Drawing, Painting, Sketching	X	X									2
06	Solid Geometry + Tech. Dwgs.	X										1
07	History and Theory of Architecture	X	X	X	X	X	X					6
08	Tech. Drawings and intro to computing		X									1
09	Structure		X	X	X	X						4
10	Architectural Computing		X		X	X						3
11	Environmental science		X		X	X						3
12	Interdisciplinary Course			X	X	X	X					4
13	Building Services					X	X					2
14	Working Drawings						X					1
15	Advanced Theory of Construction							X		X		2
16	Computer (Parametric design)							X				1
17	Landscape and Environment							X				1
18	Portfolio/Research Methodology							X				1
19	Khoj									X		1
20	Professional Practice-2							X				1
21	Studio- (Office Training)								X			1
22	Brief Writing (Pre-Thesis)									X		1
23	Entrepreneurship										X	1
24	Design Thesis/ Dissertation										X	1
25	Elective	X	X									2

Source: The authors (collated from data from the syllabus of the university/institution)

Additional Information

01	Website	https://nuv.ac.in/schools/environmental-design-and-architecture/
02	Comments on the syllabus - what is the orientation, focus, what is taught, etc.	1. The syllabus as prescribed by Navrachana University has a technology orientation with the second level of focus on design studies and lesser focus on electives, humanities, and professional courses. 2. The design module engages with basic design in the initial semesters, to move towards organising and structuring of space in a building and understanding design language, and further towards urban scale projects and urban design principles. 3. Technology module engages in the initial years with introduction to materials, their joineries and details, further to complex buildings from composite material systems. 4. Services module engages in water supply, drainage at the scale of the building, to building systems such as electricals and sound, and others.
03	Comments on the modes, methods, schedules & logistics as mentioned in the syllabus / elsewhere	1. 30% credits of all other courses are based on student's Choice. Students can decide their own pace of study or credits per semester. 2. Humanities courses are taught through lectures and research. 3. Technology courses are taught through theory lectures and workshops. 4. Services courses are taught through theory lectures and research.
04	Special / Innovative Courses as mentioned in the syllabus	Not clear from the website
05	Evaluations of courses, teachers and students	Not clear from the website
06	Teacher Culture development - practices, research, etc.	1. University has an established Research Hub and Research Cell, under which there are research and consultancy projects conducted. 2. It also has a publication inventory on the website.
07	Relationship of University with Institutions - Support, Control, Quality, etc.	Not clear from the website

B. Detailed university-wise distribution of courses and categories of courses

Table C16: University-wise distribution of courses and categories of courses

		University-wise distribution of Courses															
	Subjects															**Total**	**Categories**
1	Architectural Design	6	8	7	8	8	5	7	8		8	9	8	4	0	105	Design
2	Mathematics	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Technology
3	History of Architecture	6	0	3	5	5	5	4	3	4	4	6	7		3	72	Humanities
4	Theory of Art, Arch. & Design	2	4	1	1	1	3	1	2	4	1	5	0	0	0	25	Humanities
5	Bldg. Materials & Construction	8	9	8	8	8	5	8			6		6	5	0	113	Technology
6	Representation & Detailing	2	8	2	1	4	2	3	6	6	0	6	3	0	2	49	Technology
7	Art Studio	1	0	0	0	4	2	0	0	0	0	0	0	0	0	7	Design
8	Basic Design	1	0	1	2	0	2	1	0	0	4	0	2	1	0	16	Design
9	Structures	5	8	6	6	7	6	5	6	6	6	6	7	3	0	83	Technology
10	Environment & Climatology	2	5	2	1	2	3	4	5	3	5	4	3	3	3	48	Technology
11	Computer Aided Visualisation	1	0	1	2	1	4	2	2	0	4	4	4	2	0	31	Technology
12	Building Services	3	6	4	3	7	4	4	6	1	3	3	2	4	2	54	Technology
13	Site, Surveying & Planning	1	0	1	1	1	2	1	1	1	1	1	0	3	0	14	Technology
14	Practical Trainings	2	1	1	1	1	2	1	1	1	1	0	1	1	1	16	Professional
15	Specification and Estimation	1	0	2	1	1	1	1	1	1	2	1	2	0	0	14	Technology
16	Human Settlements Planning	1	0	0	0	0	0	0	1	0	0	0	0	0	0	2	Design
17	Professional Practice & Ethics	1	3	1	1	3	1	1	2	2	2	1	1	3	1	24	Professional
18	Urban Design / Town Planning	1	0	2	1	1	1	1	0	0	1	3	0	0	1	12	Design
19	Design Thesis / Dissertation	1	2	1	1	3	1	1	1	1	1	1	0	0	1	16	Design
20	Electives	4	9	5	6	3	2	5	8	6	6	2	4	3	0	65	Design
21	Allied Design	0	8	0	0	0	0	0	8	0	0	0	0	0	0	16	Design
22	Humanities	0	6	0	0	0	0	0	0	0	0	0	4	0	0	10	Humanities
23	College Project	0	7	0	0	0	0	0	0	0	0	0	0	0	0	7	Design
24	Communication Skills	0	0	1	1	1	0	1	1	0	2	0	0	0	0	7	Technology
25	Workshop (Model Making)	0	0	2	1	0	2	1	0	0	1	3	0	0	0	10	Technology
26	Working Drawing	0	0	2	2	1	2	1	3	0	1	0	0	0	0	13	Technology

		University-wise distribution of Courses															
	Subjects															**Total**	**Categories**
27	Research In Architecture	0	0	2	0	5	0	0	0	0	0	0	0	0	0	7	Humanities
28	Project Management	0	0	1	1	0	1	1	1	0	1	2	1	4	1	14	Technology
29	Landscape Design	0	0	1	1	1	1	2	2	0	1	2	0	0	0	12	Design
30	Entrepreneurship Devpt.	0	0	1	0	0	0	0	0	0	0	0	0	0	0	2	Professional
31	Language Studies - Kannada	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	Humanities
32	Sociology & Bldg. Economics	0	0	0	1	2	0	1	0	0	1	1	0	0	0	6	Humanities
33	Contemporary Architecture	0	0	0	1	0	0	0	1	0	1	0	0	0	0	3	Humanities
34	Study Tour	0	0	0	1	0	0	0	0	1	0	2	0	0	0	4	Humanities
35	Interior Design	0	0	0	1	1	1	1	1	1	0	0	0	0	0	6	Design
36	Thesis Seminar	0	0	0	1	0	0	1	1	0	0	0	0	0	1	5	Humanities
37	Constitutional Law	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	Professional
38	Cyber Security	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	Technology
39	Vernacular Architecture	0	0	0	0	1	1	0	1	0	1	1	0	0	0	5	Design
40	Disaster Management	0	0	0	0	1	0	0	1	0	0	1	0	1	0	4	Technology
41	Seminar Presentation	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	Humanities
42	Value Education	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	Humanities
43	Cultural and Political Studies	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	Humanities
44	History of Civilization	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	Humanities
45	Numerical Ability	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	Technology
46	Fundamentals of Painting	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	Design
47	Fundamentals of Sculpture	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	Design
48	Architectural Photography	0	0	0	0	0	0	0	1	0	0	1	0	0	0	2	Design
49	Anthropometrics & Ergonomics	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	Design
50	Rural Architecture	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	Design
51	Traditional Arts and Crafts	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	Humanities
52	Biomimicry	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	Design
53	Furniture Design	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	Design
54	Design of Building Elements	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	Design
55	Building Bye Laws and DCR	0	0	0	0	0	0	0	1	0	0	1	0	0	0	2	Professional

		University-wise distribution of Courses															
	Subjects															**Total**	**Categories**
56	Product Design	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	Design
57	Advanced Spatial Analysis	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	Humanities
58	Behavioural Architectural	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	Design
59	Rhapsodic Architecture	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	Design
60	Vastu Shastra	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	Design
61	Campus Planning	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	Design
62	Architectural Appreciation	0	0	0	0	0	0	0	1	0	5	0	0	0	0	6	Humanities
63	Architectural Conservation	0	0	0	0	0	0	0	1	0	2	0	0	0	0	3	Design
64	Housing	0	0	0	0	0	0	0	1	0	0	0	0	3	1	5	Design
65	Industrial Architecture	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	Technology
66	High-tech Architecture	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	Technology
67	Architectural Journalism	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	Humanities
68	Special Project	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	Design
69	Cost Estimation & Valuation	0	0	0	0	0	0	0	0	1	0	0	0	0	1	2	Technology
70	Institutional Project	0	0	0	0	0	0	0	8	0	0	0	0	0	0	8	Design
71	Culture and Built Form	0	0	0	0	0	0	0	0	1	0	0	0	0	3	4	Humanities
72	Integration studio	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	Design
73	Research methods	0	0	0	0	0	0	0	0	1	1	1	1	4	0	9	Humanities
74	Design Methodology	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	Design
75	Dissertation /Art Thesis*	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	Design
76	Health Education	0	0	0	0	0	0	0	0	0	0	4	0	0	0	4	Humanities
77	Lighting Design	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	Technology
78	Traffic & Transportation	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2	Technology
79	Recent Heritage	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	Design
80	Sculpture, Ceramics	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	Design
81	Print, Graphics & Photography	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	Design
82	Research Thesis	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	Humanities
83	Freshman Writing Seminar	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2	Humanities
84	Objects & Materials	0	0	0	0	0	0	0	0	0	0	0	0	4	0	4	Technology
85	Building Information Modelling	0	0	0	0	0	0	0	0	0	0	0	0	3	0	3	Technology

		University-wise distribution of Courses															
	Subjects															**Total**	**Categories**
86	Arch. Obsession	0	0	0	0	0	0	0	0	0	0	0	0	4	0	4	Humanities
87	Colour and Texture	0	0	0	0	0	0	0	0	0	0	0	0	4	0	4	Design
88	Practicum	0	0	0	0	0	0	0	0	0	0	0	0	5	0	5	Design
89	The Sex of Design	0	0	0	0	0	0	0	0	0	0	0	0	3	0	3	Humanities
90	Foundation Studio	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	Design
91	Vertical Studio	0	0	0	0	0	0	0	0	0	0	0	0	0	3	4	Design
92	Cooperative Learning Prep.	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2	Humanities
93	Capstone: Advanced Design	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	Design
94	Interdisciplinary Course	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Humanities

Source: The authors

C. Summary of university-wise and category-wise distribution of courses

Table C17: University-wise and category-wise distribution of courses

	Name of the University	**Design Related Courses**	**Technology Related Courses**	**Humanities Related Courses**	**Professional logistics Courses**
01	Anna University, Chennai	15	24	8	3
02	Mumbai University	34	36	10	4
03	Savitribai Phule Pune University, Pune	17	32	6	3
04	Visvesvaraya Technological University, Belgaum	20	28	11	3
05	Dr. A.P.J. Abdul Kalam Tech. University, Lucknow	22	35	14	4
06	Calicut University, Kozhikode	16	32	8	3
07	J.N.A.&. F.A. University, Hyderabad	18	32	9	2
08	Rashtrasant Tukadoji Maharaj University, Nagpur	54	46	12	4
09	Goa University, Panjim	20	30	11	3
10	School of Planning and Architecture, Delhi	26	32	13	3
11	Panjab University, Chandigarh	20	48	19	2
12	CEPT University, Ahmedabad	16	28	13	2
13	O.P. Jindal Global University, Sonipat	20	32	24	4
14	Nitte University, Mangalore	8	9	9	2
15	Navrachana University, Vadodara	15	27	9	3

	Name of the University	Design Related Courses	Technology Related Courses	Humanities Related Courses	Professional logistics Courses
01	Anna University, Chennai	15	24	8	3
02	Mumbai University	34	36	10	4
03	Savitribai Phule Pune University, Pune	17	32	6	3
04	Visvesvaraya Technological University, Belgaum	20	28	11	3
05	Dr. A.P.J. Abdul Kalam Tech. University, Lucknow	22	35	14	4
06	Calicut University, Kozhikode	16	32	8	3
07	J.N.A.&. F.A. University, Hyderabad	18	32	9	2
08	Rashtrasant Tukadoji Maharaj University, Nagpur	54	46	12	4
09	Goa University, Panjim	20	30	11	3
10	School of Planning and Architecture, Delhi	26	32	13	3
		321	**471**	**176**	**45**
	Percentage distribution of courses	**32%**	**46%**	**17%**	**4%**

Source: The authors

Annexure D: Architectural Institutions

Thirteen institutions from across the country and different types of universities were surveyed through a group discussion with heads of the departments, teachers and students (wherever possible).

1. School of Planning and Architecture (SPA), New Delhi

Table D1: Summary of discussions at the School of Planning and Architecture, New Delhi

01	Group discussed with	2 senior teachers including an ex-head of the department.
02	Date of discussion	4 November 2023
03	Place & Type	New Delhi, Central Government Owned Deemed University
04	University & Type	School of Planning & Architecture, New Delhi, Deemed University
05	Intake & Fees	Intake of 120 students and fees of ₹40,000 per year per student

06	History / Vision / Agenda	The Delhi Polytechnic Department of Architecture founded the School of Planning and Architecture in 1941. Agenda (from the website). 1. To provide creative, culturally rooted professionals who build the nation. 2. To make SPA a human settlement planning, design, research, training and consultancy institution.
07	Orientations / Focus / Modes & Methods	1. The institute follows a broad syllabus, with a large dependency on faculty interests. 2. The ten-semester spread of design courses (from semester 1 to semester 10) includes - design of personal space, small scale rural project, vernacular project, inner city project, passive energy-based institution, active energy-based office, housing, large urban project and design thesis. Training / Internship takes place in semester 8. 3. The school trains students in anthropometrics and understanding scale, functions, use, activities, using less resources, building technologically competent buildings and building craft. There is also focus on developing hand skills in drawing as this is considered important for a visceral understanding of space. 4. Context becomes an ethic operationalised through technique and material, where design and construction come together. 5. Focus on building as a product, not so much on thinking. 6. Belief that architecture is a *riyazi* tradition so one cannot be trapped in a five-year education. 7. Focus on practice-based pedagogy.
08	Special Aspects / Innovations	1. Until 1988, two programmes existed, full-time and part-time, where part time students would work outside, and they would bring in industry connections for other students. 2. The programme is focussed on mass education. 3. A lot of visiting faculty bring their own experiences in an ad hoc way 4. Individual energies running the space with no support. 5. The institution tends to be bureaucratic, and a substantial amount of time goes into firefighting and there is no time for peer reviews or innovations. The COA training programmes are also not useful but become an additional burden.

09	Student & Teacher Cultures	1. The institution gets students with very high diversities across geographies, cultures, ethnicities, economic backgrounds, etc. The students' culture is strong, and camaraderie and friendships are long lasting. This is also because of the hostel facilities where most students live together. 2. There is a very strong hierarchy between the faculty and students. 3. Teachers have 16 hours of teaching load per week over 16 weeks per semester. They are allowed to do individual works where they are supposed to give 35% of the earnings to the institution. 4. The overall institution has five departments and there appears to be very little connection between departments.
10	Students' perceptions	Students were not met
11	Remuneration for interns / fresh architects	Interns get salaries between ₹6,000 to ₹8,000 and fresh graduates get between ₹20,000 to ₹30,000
12	Trajectories of students after graduation	About 30% of the students go for their master's either immediately or after working for a couple of years; about 40% shift to other creative or design disciplines, about 20% work in offices, about 10% start small practices.

Source: The authors

2. Chandigarh College of Architecture (CCA), Chandigarh

Table D2: Summary of discussions at Chandigarh College of Architecture, Chandigarh

01	Group discussed with	A group of 16 persons including Head of the Department, senior and junior teachers (6), master's and senior undergraduate students (10).
02	Date of discussion	19 December 2022
03	Place & Type	Chandigarh, Central University Department
04	University & Type	Panjab University, Chandigarh, Central University
05	Intake & Fees	Intake of 40 students & fees of ₹30,000 per year per student

06	History / Vision / Agenda	The Chandigarh College of Architecture was started as part of the "Chandigarh Project", which was the most important experiment in architecture and city planning in the 20th century. (from the website) The College is on a 9.5-acre campus with places for sports and extracurricular activities, as well as separate dorms for boys and girls. It has a Bachelor of Architecture programme that takes five years and accepts 40 new students each year. (from the website)
07	Orientations / Focus / Modes & Methods	1. Most design courses are based on the orientation of the faculty, and this makes the space available for all. Syllabus is considered as a framework; the respective teachers teaching every year design and detail the courses and exercises. 2. The institution focuses on developing an attitude in students wherein they have a larger understanding of the world, and they can formulate ways of engaging with it themselves. 3. There is a focus on developing hand skills in drawing as this is considered important for a visceral understanding of space. 4. The institution also focuses on developing modernist ideals around space and the city of Chandigarh is a powerful reference and influence. 5. Over the five years, the design projects are planned in increasing order of scale of the project. 6. Students who have undergone internship felt that while the institution is not able to teach market and industry skills very well, they orient them well to make morally valid and ethically correct decisions, where they have a worldview and can take positions. They also felt that offices are good places to teach market and industry skills.
08	Special Aspects / Innovations	1. There exists a conversational culture between students due to the hostels, where students spend their time with their friends. 2. Social Science subjects like psychology, sociology and anthropology have been recently introduced.
09	Student & Teacher Cultures	1. The city has many practising architects who get involved as visiting teachers. They bring in the connection with the industry and market. 2. There is a restriction on teachers undertaking works outside the institution. However, teachers undertake research and consultancy work from within the school. Internal faculty is encouraged and supported for this activity. Work on modern heritage, accessibility, restoration of historic architecture has been undertaken so far.
		3. The institute has several "contract" faculty who are younger and undertake lots of work in running the institution. 4. The COA teachers training programme is informative but does not add substantially to teaching-learning activity. 5. There is a mixing of undergraduate and graduate students where they informally discuss works.

10	Students' perceptions	1. The students appreciate the academic and physical environment and the facilities available. 2. They also value the friendships and camaraderie along with concurring on the conversational culture of the institution. 3. They feel that while the learning within the institution has built in them an ability to look at different dimensions of things and basic drawing and construction skills; the training period connects them directly to the real world. They also expressed the need to increase the training period.
11	Remuneration for interns / fresh architects	Interns get salaries between ₹5,000 to ₹6,000 and fresh graduates get between ₹20,000 to ₹30,000. But this institution has a culture amongst students to obtain internships outside India. More than 80% of the students undergoing internship find a place in a foreign country (largely Europe). These interns also get paid better than their Indian counterparts.
12	Trajectories of students after graduation	About 20% of the students shift into other creative disciplines; around 60% of the students work in small offices for a couple of years and then join a master's degree course; and around 20% students start their own small practices.

Source: The authors

3. Goa College of Architecture (GCA), Panjim

Table D3: Summary of discussions at Goa College of Architecture, Panjim

01	Group discussed with	2 senior teachers including the principal of the institution.
02	Date of discussion	24 November 2022
03	Place & Type	Goa & State
04	University & Type	Goa University & State
05	Intake & Fees	Intake of 40 students & fees of ₹20,000 per year per student.
06	History / Vision / Agenda	1. Goa College of Architecture founded in the year 1982, is the only Institute in Goa offering a Bachelor of Architecture Degree. The college is funded by the Government of Goa. 2. The early visions were articulated by Cho Padamsee and Charles Correa towards creating the school as a laboratory for students and

		teachers, to develop an architecture that was contemporary but belonged to Goa. They also envisioned connecting architecture to the various art practices existing in the region. 3. Acknowledging the uniqueness of the region the teachers ask: why should there be a common curriculum across the country? Goan architecture is unique and distinct and emerges from a deep culture. It should not be misunderstood as Portuguese and requires its own pedagogy.
07	Orientations / Focus / Modes & Methods	The pedagogic intention is to develop a teaching that produces architects who design contemporary architecture, which belongs to Goa. The syllabus has been designed by reputed architects and has a tripartite structure - Design, Technology, Humanities. While humanities and technology have greater presence in the lower semesters, they slowly decrease over the semesters and design grows with further inclusion of professional logistic courses.
08	Special Aspects / Innovations	Events have become an important part of the institution where it has become a part of the cultural circuits. A critical pedagogic focus and strategy is however not evident through these events.
09	Student & Teacher Cultures	1. Being a government institution, most aspects are governed through government and therefore the system tends to become very bureaucratic. 2. Teachers can practise through consultancy cells of the institute, however, there are several dos and don'ts. 3. Students are from within the state as state domicile is one of the eligibility criteria.
10	Students' perceptions	Students were not met
11	Remuneration for interns / fresh architects	Information not procured
12	Trajectories of students after graduation	About 50% of graduates either work in some offices or start their own practice. About 20% shift to other creative disciplines. About 30% undergo postgraduate education either immediately or after a couple of years of working in some office.

Source: The authors

4. Padmabhushan Dr. Vasantdada Patil College of Architecture, Pune

Table D4: Summary of discussions at PVP College of Architecture, Pune

01	Group discussed with	Director, senior and junior teachers and 12 students from 4th and 5th year
02	Date of discussion	16 November 2022
03	Place & Type	Private Self-financed College in Pune affiliated to the State University
04	University & Type	Savitribai Phule Pune University, Pune, State University
05	Intake & Fees	Intake of 80 students & fees of ₹1,35,000 per year per student. The admissions are centralised with 50% seats under reservation. The SC, ST and NT fees are fully paid by the Government through scholarship schemes. 50% fees are paid for the OBC fees through scholarships. However, while OBC seats get filled, the seats reserved for SC, ST and NT students remain vacant, which are later filled by open category students.
06	History / Vision / Agenda	The institution started 26 years ago and there has been a significant involvement of local architects and very little interference by the management.
07	Orientations / Focus / Modes & Methods	1. The goal is to make students think about how they can make a meaningful contribution to the society they live in. There is a social orientation with a focus on buildability. 2. Multidisciplinary learning is one of the key ambitions where people from various creative disciplines are invited to offer lectures and interactions.
08	Special Aspects / Innovations	1. Design studios, workshops, and other projects engaging with the concerns of the city where “Social Concern” and the “Public Domain” are the main focus. There are projects that are undertaken that involve community engagements and which are real-time urban projects. 2. Building solidarity across classes through formation of four vertical houses that encourage peer learning. Building solidarities and friendships and respect for justice and equity is key for the institution. Several measures are taken to strategise this through vertical and horizontal interactions, a conversational culture amongst all, and several activities to get existing students connected to past students. 3. A permanent exhibition is open to the public at large. An “exit-exhibition” is organised which helps in facilitating jobs for students. 4. Students maintain a daily journal called i-book where they take notes and make diagrams and drawings to note their learnings.

		5. Internships are not allowed in one's home place or from the city where the institution is based, opening the students to a wider cultural engagement with the country. A confidentiality report from employers and students about internships is archived every year. 6. There is an Intensive documentation of courses and preparation of year end books and term end books. This documentation culture is also encouraged amongst students who make yearly portfolios. 7. There is a strong focus on field visits and different kinds of field visits are organised every year. There is also a strong focus on hands-on work and making.
09	Student & Teacher Cultures	1. There is a strong impetus to build solidarity amongst students and this is seen as a keystone for achieving social orientation of the institution. This is strategised through a conversational culture along with many activities that need a vertical and horizontal mixing of the students. 2. The dynamic leadership of the director is felt and appreciated by all. 3. The role of the government agencies has been largely regulatory. "Private institutions and their staff struggle much make a lot of effort as compared to the government counterparts, who have advantages of subsidy, legacy and resources" 4. The COA training programme does not appear to be of much value. The staff is made to participate because it affects approvals. 5. The institution believes in classical methods of pedagogy - hand drawings, model making, documentation work etc.
10	Students' perceptions	1. The dynamic leadership of the Director has been key in choosing the institution for most students. 2. The social orientation and building of solidarities are evident and felt in the institution. Friendships continue after graduation as joint practices. 3. There appears to be a feeling amongst students that the interns and graduates are weak in technicalities. 4. There are not many instances of graduates undertaking projects related to social causes. 5. Students who have undergone internship felt that while the institution is only able to teach them basic market and industry skills, they orient them well to make morally valid and ethically correct decisions, where they have a worldview and can take positions. They also felt that offices are good places to teach market and industry skills.
11	Remuneration for interns / fresh architects	Interns get salaries between ₹4,000 to 5,000 and fresh graduates get between ₹10,000 to ₹15,000.

12	Trajectories of students after graduation	About 70% of the graduates work in some architectural field and about 30% shift into other creative disciplines. Out of the graduates who pursue architecture further, about one third undertake postgraduate education either immediately or after a couple of years; about another third start their own practices; and the remaining third, work in other offices.

Source: The authors

5. School of Environment and Architecture (SEA), Mumbai

Table D5: Summary of discussions at the School of Environment and Architecture, Mumbai

01	Group discussed with	Teachers and 15 senior students
02	Date of discussion	5 December 2022
03	Place & Type	Private Self-financed College in Mumbai affiliated to the State University
04	University & Type	Mumbai University, State University
05	Intake & Fees	Intake of 40 students & fees of ₹1,78,000 per year per student. The admissions are centralised with 50% seats under reservation. The SC, ST and NT fees are fully paid by the Government through scholarship schemes. 50% fees are paid for the OBC fees through scholarships. However, while OBC seats get filled, the seats reserved for SC, ST and NT students remain vacant, which are later filled by open category students.
06	History / Vision / Agenda	The institution has been started by 8 architects and is set up as an academic space that furthers the discipline of architecture, enlarges it and makes it relevant for contemporary and future times. Along with sourcing experts and specialists from across the world, the institution also strives to provide best resources for its staff and students (from the website)
07	Orientations / Focus / Modes & Methods	The institution seeks to create a vibrant academic space that is able to: develop new knowledge through fostering as well as undertaking and supporting research activities in architecture and related fields; develop and impart relevant courses that respond to emerging geographic, socio-economic, cultural, political, and technological contexts; and act as a catalyst in societal processes through active (community) engagement with everyday issues that concern life. It also seeks to impart education that is critical in orientation; sensitive to physical, socio-economic, and technological contexts; imaginative in terms of exploration and innovation; relevant in terms of engaging with discourses and technology; fostered through self-led research; and capable of producing interventions that are implementable in terms of realisation and buildability (from the website)

08	Special Aspects / Innovations	1. The institute recognises that while the affiliating University has a prescribed syllabus, there is still space for the institution to undertake activities that they would like to pursue. Towards this end, they have developed their own course structure by adopting the university prescription. This course structure gets reviewed every year by an internal and an external group and modified to update it. 2. The institute has three other verticals to undertake research, for public engagement and experimental publications and archiving. Together with the school, these form an academic ecosystem for architecture. 3. The institute follows a module based integrated learning system where subjects are not separate but taught together through a design provocation - the issues related to difference, society, technology, environment are all seen together. Very specific agendas are drawn for each of the modules training students in understanding the relationship between spatiality and behaviour and experience. 4. The institute has a consolidated and organised set of courses in theory that include information, skills and orientations towards perceiving, analysing and intervening in the society. These include courses in spatial theory, research methods and ethics. Special courses that engage with the mass questions are also introduced - these include courses on repair and retrofitting, on environment and society, on specific engagement with caste, class and gender questions. 5. The institute offers allied and specialisation Courses that provide a diversity of full-fledged creative courses for students helping them to access other fields of design like product design, exhibition design, landscape architecture, etc. 6. Periodic interaction with scholars, experts, practitioners of different kinds from varied disciplines is organised. Moreover, weekly discussions on current affairs are organised by the students to form opinions and positions on worldly affairs.
09	Student & Teacher Cultures	1. The institute has been striving to create an academic space which does research, encourages experimental practices and does creative pedagogy. Teachers are seen as active practitioners and support is provided for them to undertake research and create new knowledge to interrogate the world and provide alternatives and possibilities. 2. The institute has an elaborate and rigorous review process for evaluation of students, teachers, staff, courses and the institution itself towards creating relevance and efficiency. Every year, the courses, methods, modes and overall structure are updated after the review. 3. The students are seen as partners in academic activities and the institution promotes a culture that is open, non-hierarchical, equitable and discursive. 4. Each student has her own blog and the school maintains a large archive of all works.

		5. Though the institute has been doing several significant activities in accordance with its aims and objectives, the role of the government agencies has been largely regulatory without support for infrastructure or human resource. The conducting of exams every semester by the University, the annual inspection by the COA despite several years of existence, multiple directions by the government agencies to undertake non-relevant activities, etc. are some of the constant hurdles that take away a significant amount of academic time. 6. The training programme conducted by the COA is undertaken simply to achieve targets of participating in these programmes as they get tied to approval processes. Otherwise, value addition to teachers and their performance through these training programmes is not felt.
10	Students' perceptions	The students acknowledge and appreciate the open, non-hierarchical culture of the institution. They also acknowledge the orientation of the institution towards mass issues protecting personal autonomy. They further acknowledge that their orientations and idea of the world has substantially altered after joining the institution and now they can perceive things better and with clarity. Students who have undergone internship felt that while the institution is only able to teach them basic market and industry skills, they orient them well to make morally valid and ethically correct decisions, where they have a worldview and can take positions. They also felt that offices are good places to teach market and industry skills.
11	Remuneration for interns / fresh architects	Interns get salaries between Rs. 5000/- to Rs. 10,000/- and fresh graduates get between Rs. 12,000/- to Rs. 25,000/-.
12	Trajectories of students after graduation	So far 4 batches have graduated and while about 70% work in architectural offices, about 10% have shifted into some other creative field, about 15% have started their post-graduation and about 10% have started their own practice. The institute undertakes a period survey of internships, and post-graduation activities of its students.

Source: The authors

6. Avani Institute of Design, Kozhikode

Table D6: Summary of discussions at Avani Institute of Design, Kozhikode

01	Group discussed with	Head of the Department, 8 senior teachers along and 8 senior students
02	Date of discussion	23 November 2023

03	Place & Type	Private Self-financed College in Kozhikode affiliated to the State University
04	University & Type	University of Calicut, State University
05	Intake & Fees	Intake is of 80 students per year. Out of this, 40 are allotted by the government and their annual fees are ₹75,000. There are 34 management seats with fees of ₹1.25 lakh and 6 NRI seats with higher fees. There are also hostel fees as most students live in hostels.
06	History / Vision / Agenda	The institute has been founded by a group of architects. It aims to develop professionals with the sensitivity, empathy, social, and technical skills to address our environment's ever-changing issues.
07	Orientations / Focus / Modes & Methods	1. The course focuses on developing sensitivity and design ability in students incrementally starting from the designing with the body in the first-year engagement, with the community in the second-year community, to designing with the region in the third year. 2. The pedagogy is enquiry-based and is aimed at creating room for different kinds of students. 3. The course focuses on a "more than human" understanding of the environment beyond immediate aspirations 4. The institute strives to develop an interdisciplinary Art and Design programme that explores new education, collaborative research, and creative thinking.
08	Special Aspects / Innovations	1. The institute recognises that while the affiliating University has a prescribed syllabus, there is still space for the institution to undertake activities that they would like to pursue. 2. The institute has been striving to develop itself as a strong regional school in Malabar. Towards this many activities are initiated including - developing a repository of architectural documentation from the region, engaging with the local communities and local bodies, focusing on the environmental dimensions of the region and undertaking design exercises based in the region.
		3. The institute spends one year in reorienting students into an integrated studio learning environment. The institution runs summer and winter workshops for students. An annual research symposium is organised to promote research focus among faculty and students. 4. In many courses, working closely with communities, local bodies like panchayats, etc is a part of the programme. Live problems are undertaken and engaged with.

09	Student & Teacher Cultures	1. Students live on the campus which ensures a studio culture. A few teachers also live on the campus. 2. Several research-based teaching courses and seminars ensure inquiry-based teaching which bridges the gaps between students and teachers. 3. Though the institution has been encouraging faculty to undertake research, it has been difficult to manage such activities with huge workloads. Many teachers however have a very small architectural practice. 4. The role of the government agencies has been largely regulatory and not supportive. 5. The COA training programme have not been of much use.
10	Students' perceptions	Most students live on campus and are largely from south of India. The students recognise and appreciate the live projects of working with panchayats and the environmental focus of the institution. The institute being started by architects has been the key reason for joining the institution.
11	Remuneration for interns / fresh architects	Interns get salaries between ₹4,000 to ₹6,000 and fresh graduates get between ₹15,000 to ₹20,000.
12	Trajectories of students after graduation	So far 3 batches have graduated and while about 50% work in offices, about 20% have shifted into some other creative field, about 15% have started their post-graduation and about 15% have started their own practices.

Source: The authors

7. RVS Chennai Padmavathy College of Architecture, (RVS) Chennai

Table D7: Summary of discussions at RVS Chennai Padmavathy College of Architecture, Chennai

01	Group discussed with	Director, Academic Innovator, senior and junior teachers and 8 senior students
02	Date of discussion	14 November 2022
03	Place & Type	Private Self-financed College in Chennai affiliated to the State University
04	University & Type	Anna University, Chennai, State University
05	Intake & Fees	Intake is of 40 students per year. Out of this, 26 are allotted by the government and their annual fees are ₹50,000. The remaining 26 students pay a fee of ₹2,00,000.

06	History / Vision / Agenda	The institute was set up in 1983 and encourages diversity and unconventional thinking. Research, skill development, and real-world studio projects through tertiary programmes and a unique syllabus are the key aspects. They expose students to many avenues to showcase their work beyond building design and construction. A few years ago, the teachers at the institute had a brainstorming session and developed Vision 2020 for the institution. The key aspect of the vision was to develop collaborations and exposure to the students.
07	Orientations / Focus / Modes & Methods	The institute has established TASA - The Alternative School of Architecture for undertaking activities like collaborations, hands-on activities, live-project engagements etc.
08	Special Aspects / Innovations	While the syllabus prescribed the university is taught, the institution conducts activities that are beyond the syllabus and which they identify as relevant. These include: 1. Live Project: The students are engaged in building live projects from inception to completion. 2. Summer - Winter School: Summer and Winter breaks are used to develop extra-curricular. During this time students visit different locations and engage in workshops. 3. Vertical Studio: Collaborative Design Studio with colleges across the nation. 4. Finishing School: The students are equipped with skills to prepare the students to become industry ready. 5. Travel themed Studio: Studios are based in different landscapes across the country to explore and engage with local indigenous knowledge. 6. Teacher's Conclave and collaboration with offices. 7. Updated and relevant software and technology training including that of GIS, BIM, new parametrics software, green building technology, etc.
09	Student & Teacher Cultures	1. There is a strong involvement of the Director, who is the representative of the management in day-to-day activities of the institution. 2. Travels have become key aspects of the course, where students and staff travel for collaborations, field visits, settlement studies, etc. There are several travels students undertake throughout the year. The institute organises the travels in a manner that they travel humble and
		light so that they can travel more and save money for more travels rather than lavish travels. 3. The institute feels very strongly about university involvement as that which is highly regulatory but without any support. They feel that the COA has been helpful in many instances for them. However, the COA training programme is considered not useful.

10	Students' perceptions	Most students are from the state and a few from other states of south India. The students recognise and appreciate the collaborations, travels and live projects. The institute has been popular due to this and hence its admissions get filled fully every year. They also identified that they have no start or end to the semester and vacations are short due to summer and winter schools. The teachers and staff appreciate the strong leadership of the Director, who is a representative of the management. They also acknowledge his interest, involvement and commitment. The teachers also identifies that they have no vacations as series of collaboration and "beyond the syllabus" works are undertaken.
11	Remuneration for interns / fresh architects	Interns get salaries between ₹5,000 to ₹8,000 and fresh graduates get between ₹10,000 to ₹15,000.
12	Trajectories of students after graduation	About 50% work in offices, about 10% have shifted into some other creative field, about 30% have started their post-graduation and about 10% have started their own practices.

Source: The authors

8. APJ Abdul Kalam School of Environmental Design (SEED), Kochi

Table D8: Summary of discussions at APJ Abdul Kalam School of Environmental Design (SEED), Kochi

01	Group discussed with	Academic Chair, senior and junior teachers and 8 students.
02	Date of discussion	23 December 2022
03	Place & Type	Private Self-financed College in Kochi affiliated to the State University
04	University & Type	Mahatma Gandhi University, Kottayam & State
05	Intake & Fees	Intake is of 40 students per year. Out of this, 50% pay an annual fee of ₹1.75 lakh and admitted by the institutions. The remaining 50% are allotted by the State, where 30% pay ₹75,000 and 20% pay ₹50,000.
06	History / Vision / Agenda	SEED started in 2016 with the help of the APJ Abdul Kalam Charitable and Educational Trust. Members of this trust, who are a mix of architects, business owners, and people who build institutions, all want to build a centre for excellence in architecture and design.

07	Orientations / Focus / Modes & Methods	SEED's focus has been to ingrain in students reflective thinking about the world around, an environmental sensitivity, an ability to construct a rigorous design process, building strong representational skills, have a strong knowledge of construction and engaging with the social landscape with a strong focus on the local context. The overall course for 10 semesters pans into the following focus areas: visual Studies, understanding of structural systems, understanding of architectural elements, understanding of landscapes, climate responsive architecture, material construction and detailing, housing and urbanism.
08	Special Aspects / Innovations	1. SEED is a collection of small and medium sized practices from Kochi and the region. Each of these practitioners bring in their own thinking and practice processes into the school. The scale of projects is small to facilitate crafting of built form, which appears to be the institution's strength. 2. Along with the teaching-learning activity, SEED has also set up several verticals towards developing an academic ecosystem. These include: SEED Diagonals: Semester break school; SEED Books: Compilation of works; SEED Arboretum Project: A collection of exquisite drawings; SEED hearth: Space for solidarity; SEED Scape: 40 metre long retaining wall in the school as a permanent exhibition space; SEED Dialogues: Discussions across disciplines; PTM: Professional training modules; SEED Excellence Award: Given to the most promising student. 3. The institution focuses on the idea of creating "good design" and a "good quality building" - there is a clear focus on crafting and making of built form.
09	Student & Teacher Cultures	1. Young faculty encourages an active student teacher engagement. Older faculty mentor younger faculty. They also have an MOU with CEPT for Capacity building for faculty. On the other hand, the COA training programmes are not considered to be useful. 2. The students have been able to produce a strong internal culture through events. They have their own blogs. Moreover, there are organised academic activities that bring the students together.
10	Students' perceptions	The students recognise the efforts of the teachers and are familiar with the architectural issues from around the region and the country.
11	Remuneration for interns / fresh architects	The Interns were remunerated between ₹5,000 to ₹8,000. The first batch is yet to graduate.
12	Trajectories of students after graduation	The first batch is yet to graduate.

Source: The authors

9. Aurora's Design Academy (AURORA), Hyderabad

Table D9: Summary of discussions at Aurora's Design Academy, Hyderabad

01	Group discussed with	Director, 6 senior and junior teachers and 6 senior students
02	Date of discussion	10 November 2022
03	Place & Type	Private Self-financed College in Hyderabad affiliated to the State University
04	University & Type	J.N.A. & F.A. University, Hyderabad, State University
05	Intake & Fees	Intake is of 80 students per year. Admissions are centralised and each student pays a fee of ₹70,000. The fees for students under reservation is paid by the Government. The fees are not enough for running the institution.
06	History / Vision / Agenda	The institution strives to develop an environment to learn, innovate and research; and provide infrastructure for the same. One of the key agendas of the institution is to develop collaborative consultancy projects, develop and ensure the academy-industry continuum and association.
07	Orientations / Focus / Modes & Methods	The institution focuses on developing sensitivities amongst students through constant exposure to the rest of the world. The pedagogy is organised through a deliberative process undertaken by the teachers.
08	Special Aspects / Innovations	1. The institution identifies that the syllabus is largely vague and defines topics. Towards addressing this, the faculty has developed a detailed document on Teaching Learning Process that sets the objective, methods, process and outputs. Evaluations are based on defined parameters based on the learning curve rather than studio assignment products. This makes the institution process oriented. 2. The institution identifies that architecture students need the "world" and "solidaries" to find themselves. Towards this, the institution has organised activities to connect the students to the world like conducting guest lectures every week, providing dedicated time to visit cultural institutions in the city etc. 3. The institution has been involved in engaging with live projects

09	Student & Teacher Cultures	The faculty identifies that NATA (the National Aptitude Test for Architecture) produces random results and since their admissions are centralised, they get students without choice. Moreover, excessive competition in earlier years makes the students indifferent. The effort of the institution has been to develop a sensitivity amongst the students for the environment and society around. Faculty members and students are a close-knit group and students participate in course formulation through giving feedback. The institution sees the city of Hyderabad as an important reference, inspiration and wants to be located within the cultural ecosystem of the city.
10	Students' perceptions	The students acknowledged the focus of the institution in being organised about the courses and its orientation of providing exposure to the students.
11	Remuneration for interns / fresh architects	Interns get salaries between ₹5,000 to ₹7,000. Fresh graduates get salaries between ₹10,000 to ₹20,000
12	Trajectories of students after graduation	About 10% or students (who come from architects and contractor families) have started their practice; About 20% work in some architectural office; about 40% have started their post-graduation after working for a couple of years; and about 30% work with furniture companies like Home Lane where they provide design customisation to clients who approach these companies. This work diversification has become very popular amongst the student in recent years.

Source: The authors

10. RV College of Architecture (RV), Bengaluru

Table D10: Summary of discussions at RV College of Architecture, Bengaluru

01	Group discussed with	Dean, senior and junior teachers
02	Date of discussion	12 December 2022
03	Place & Type	Private Self-financed College in Bengaluru affiliated to the State University
04	University & Type	Visvesvaraya Technological University, Belgaum & State
05	Intake & Fees	Intake is of 120 students per year. Admissions are centralised and each student pays a fee of ₹84,000 per year

06	History / Vision / Agenda	The website of the institute identifies the following as its main objectives: 1. To equip students to think creatively and have pertinent questions towards relevant architecture. 2. To establish a centre of excellence for architectural and urban design studies. 3. To serve as a crucible for research activity in architecture and related disciplines for societal benefit. 4. Build institutional consultancy to share the advantage of intellectual and professional knowledge with the society. 5. To collaborate and conduct international exchange programmes to integrate and expose the students to the recent academic breakthroughs, pedagogy, and learning.
07	Orientations / Focus / Modes & Methods	1. Studios are all focused on faculty interests. There is no core course curriculum that seems to be followed 2. Focus on construction and buildability 3. Focus on questions of landscape brought in through faculty interests
08	Special Aspects / Innovations	1. Faculty complains that the programme is too large for any innovations 2. Some faculty members complained that “conceptual” thinking was hampering basic knowledge of buildability among students
09	Student & Teacher Cultures	There appeared to be a clear hierarchical relationship between faculty and students. The faculty acknowledged that because the numbers of students were very high, innovation was limited.
10	Students’ perceptions	Access was not provided by the institute to speak to students.
11	Remuneration for interns / fresh architects	Access was not provided by the institute to speak to students.
12	Trajectories of students after graduation	Access was not provided by the institute to speak to students.

Source: The authors

11. Nitte Institute of Architecture (NITTE), Mangalore

Table D11: Summary of discussions at Nitte Institute of Architecture, Mangalore

01	Group discussed with	Director, 4 senior and junior teachers, 4 students from senior years and 1 fresh graduate working as a research assistant
02	Date of discussion	4–5 July 2022
03	Place & Type	Private Self-financed University College in Mangalore
04	University & Type	NITTE University, Mangalore, Private University
05	Intake & Fees	Intake is of 40 students per year and each student pays a fee of ₹2.65 lakh. The institute has autonomy to select its students.
06	History / Vision / Agenda	The institution was started in 2015 through a group of architects and supported by a private university. They sought to create a learning campus that nurtures students toward sustainable design methods inspired by a deep knowledge of people, places, and natural systems. The syllabus was developed in consultation with architects like Charles Correa, B. V. Doshi, Rahul Mehrotra, Prem Chandavarkar, Srivastan, Saket Shroff and other reputed academics and architects.
07	Orientations / Focus / Modes & Methods	The key ideas around which the institution operates include holistic development of students, high exposure to professional development opportunities, care for the environment, providing opportunities for faculty to undertake research activities, and undertaking periodic review and updation of course structure.
08	Special Aspects / Innovations	In the 6th semester, the course has a co-op training, where students are sent to undergo training with any creative practitioner for a semester. The institute has a network of practices that they connect the students to. This training is documented and considered for credits in the course.
09	Student & Teacher Cultures	1. The students of the institution appear to be from rich families and largely women. They are from Mangalore and around the region from south coastal Karnataka and northern Kerala. Most students are also connected to families of architects, builders and contractors. Most students stay in the accommodation provided by the university or in the neighbourhood. 2. The institution is in the outskirts of Mangalore in a semi-rural environment. Therefore, it remains isolated. Many teachers live in Mangalore city and a few live within the vicinity of the institution. The travel time

		along with the isolated nature of the campus location is one of the dampening factors for enthusiasm of staff and teachers. However, the facilities within the campus are adequate. 3. Full time teachers are largely from outside the state and visiting teachers are from Mangalore city. 4. The usefulness of COA training programmes is not felt.
10	Students' perceptions	The students recognise the significance of co-op training opportunities in enhancing their abilities to engage with the "outside world".
11	Remuneration for interns / fresh architects	Interns get salaries between ₹3,000 and ₹6,000. Fresh graduates get salaries between ₹12,000 and ₹15,000 and after working for 3 years, the salaries are between ₹20,000 and ₹30,000.
12	Trajectories of students after graduation	After graduation, some go out of town to work in Bengaluru, Mumbai, Delhi and Ahmedabad. A few of them work in offices in Mangalore. Many students also start their own offices and get work through family connections. They get many opportunities to build small houses for people from the region who live outside and send remittances or rich landlord families.

Source: The Authors

12. Jindal School of Art and Architecture (JSAA), Sonipat

Table D12: Summary of discussions at the Jindal School of Art and Architecture, Sonipat

01	Group discussed with	Dean, Senior and Junior Teachers and 18 students from the fourth and fifth year
02	Date of discussion	3 November 2022
03	Place & Type	Private Self-financed University College in Sonipat
04	University & Type	O.P. Jindal Global University, Sonipat, Private University
05	Intake & Fees	Intake is of 40 students per year. Admissions are conducted by the institution and each student pays a fee of ₹4 lakh per year
06	History / Vision / Agenda	The Jindal School of Art and Architecture was started with the goal of becoming one of the premier places to learn about the built, natural and visual environments. The school wants to create a learning environment that is intellectually rigorous, cross-disciplinary, new, and creative, backed by a well-known faculty.

07	Orientations / Focus / Modes & Methods	The institute believes in shifting the focus from "Architect" to "Architecture", where architecture is imagined as an area / discipline; the focus is on knowledge formation and building a terrain that does not predetermine the trajectory of the student. The university is seen as a platform for students and faculty for holding diversities; for everyone who wants to do anything, and pedagogy is imagined from a transmission to being exploratory
08	Special Aspects / Innovations	The institute frames itself as a place to grow rather than a place to acquire skills in a specific discipline. Towards this it has framed three broad strategies: first that there are no horizontal years, so there is no progression at the school, students choose what they want to do; second, the students choose from 16 minors from across the university and design their courses; and third, there are several externship opportunities that the institute provides with different creative practitioners.
09	Student & Teacher Cultures	1. Students are encouraged to ask questions critically and form opinions. 2. Students work in collaboration with teachers on subjects of their choice. 3. Teachers are provided opportunities, support and incentives to undertake research activities. 4. The training programme conducted by the COA is not considered useful.
10	Students' perceptions	The students felt that the institution opened them into different kinds of disciplines and their training was broad enough to equip them into actively participating in these disciplines. Students who have undergone internship felt that while the institution is only able to teach them basic market and industry skills, they orient them well to make morally valid and ethically correct decisions, where they have a worldview and can take positions. They also felt that offices are good places to teach market and industry skills.
11	Remuneration for interns / fresh architects	Interns received remuneration between ₹6,000 to ₹10,000.
12	Trajectories of students after graduation	Most students are currently from the National Capital Region. Earlier, most students were from all over the country. The institute conducted "open house" in different cities to popularise the programme. Around 60% of the students admitted are women. It appears from amongst the conversation with other students that while men want to become architects, women want to pursue other possibilities around journalism, literature, artistic practices, community services, etc. Throughout their course, the students have been involved in short internships with different kinds of practices.

Source: The authors

13. School of Environmental Design and Architecture, Navrachana University, Vadodara

Table D13: Summary of discussions at the School of Environmental Design and Architecture, Navrachna University, Vadodara

01	Group discussed with	Dean, Senior and Junior Teachers and 12 students from the final year
02	Date of discussion	9 September 2022
03	Place & Type	Private Self-financed University College in Vadodara
04	University & Type	Navrachana University, Vadodara, Private
05	Intake & Fees	Intake is of 40 students per year. Admissions are conducted by the institution and each student pays a fee of ₹55,000 per year
06	History / Vision / Agenda	The institute was started in 2011 with an objective of creating relevant architectural education.
07	Orientations / Focus / Modes & Methods	1. The institute experiments with the idea of the "University", where students grow and remain connected with the world instead of being limited and restricted to a specific discipline. 2. The focus is on developing students in having a long view of the problem; where the students are made to focus on their career but engage with longer life questions. Here a shift is undertaken from stylistic and technological orientation of problems (including parametric and computational) to addressing societal problems at a larger scale. Focusing on first principles and fundamental questions; have an interrogatory attitude, and having an urge to intervene are key aspects of pedagogy.
08	Special Aspects / Innovations	1. The institution has an ambition and keen interest in making of the University as opposed to the school, where credits offered across the University. This would be through higher interactions between departments, having comm university level programmes and sharing of courses. 2. The institute also has an interest and ambition in creating an ecosystem for architecture within Baroda where architects could pass through the institution. A lectures series had been initiated towards that. 3. The pedagogic orientations include engaging in the art traditions of Baroda; lessening of course time and increasing of reflection time; hands on building; less of calculations but more of diagramming; and making humanities an important component where reading and writing is encouraged.

		4. A detailed review process is undertaken where faculty file a report on their courses and those are reviewed by the Dean to update the courses and teaching processes. 5. "Directed Research Practice" courses are introduced where students collaborate with external and internal teachers / practitioners to develop their thesis.
09	Student & Teacher Cultures	1. Young faculty are trained through pre-teaching seminars (how to teach). Senior faculty mentor young faculty members. An active engagement is ensured between teachers and students. On the other hand, training programme conducted by the COA is not found to be useful 2. Faculty interests allowed to shape curriculum. Concepts from practice enter pedagogy.
10	Students' perceptions	The students are largely from Gujarat. The gender ratio of students has been 60 women to 40 men. 60% of the students are from outside Baroda and 10% from outside the state. Students who have undergone internship felt that while the institution is only able to teach them basic market and industry skills, they orient them well to make morally valid and ethically correct decisions, where they have a worldview and can take positions. They also felt that offices are good places to teach market and industry skills.
11	Remuneration for interns / fresh architects	Interns get salaries between ₹6,000 and ₹8,000 and fresh graduates get between ₹15,000 and ₹25,000
12	Trajectories of students after graduation	Most of the ex-students are involved in doing interior design projects or small houses. All of these have obtained work through networks of family and friends. There is a tendency amongst students to continue working with the firm or getting into similar kinds of practices, where they have interned.

Source: The authors

Annexure E: Expectations from Architectural Offices

An online survey form was sent to more than 100 architectural firms from around the country from the database of firms available with the School of Environment and Architecture, where the students have been interns or currently in the process of undergoing training. 29 of these offices responded. The responses are as follows.

Table E1: Responses of architectural firms regarding expectations from interns and graduates

1. Edifice Consultants Pvt. Ltd. (Ravi Sarangan), Mumbai		
1	What is your expectation in terms of capacity from an intern? (This may include orientation, knowledge and skills)	Lateral, out of the box thinking, fresh ideas to challenge typologies (there is no legacy here) and above all aware of what's happening in the field of architecture within and outside India. Fundamentals such as light, ventilation, orientation etc is an absolute must. Technology skills such as rhino, revit etc.
2	What is your expectation in terms of capacity from a fresh graduate?	Same as above but skills in working drawings as well.
3	What do you think the gaps are in the current interns and fresh graduates that come to your office?	Lack of knowledge of fundamentals – light, ventilation, orientation etc. Absolutely poor in climatology.

2. Thirdspace Architecture Studio (Praveen Bavadekar), Belgaum		
1	What is your expectation in terms of capacity from an intern? (This may include orientation, knowledge and skills)	A good knowledge of history of architecture (so as to be able to position what we are doing in the studio within a larger discourse) and awareness of contemporary works in architecture (philosophies, case studies, architecture studios etc.). A good grasp on drafting and modelling softwares. Very good skills and taste in graphics and drafting standards. Good communication skills and an experimental outlook towards life.
2	What is your expectation in terms of capacity from a fresh graduate?	A good knowledge of history of architecture (so as to be able to position what we are doing in the studio within a larger discourse) and awareness of contemporary works in architecture (philosophies, case studies, architecture studios etc.). A good grasp on drafting and modelling softwares Very good skills and taste in graphics and drafting standards. Good communication skills and an experimental outlook towards life. A willingness to learn and accept the limitations of their knowledge.

		The ability to work in teams and be in a subordinate role. Better understanding of building materials and technology Better Knowledge of CAD standards and the ability to execute good construction documents. The ability to follow through a concept from inception to reality.
3	What do you think the gaps are in the current interns and fresh graduates that come to your office?	We find that both interns and fresh architects tend to have very little knowledge of architectural history and theory and that affects the way they approach a project. Fresh architects tend to have little knowledge of what construction of a building / space entails. Sometimes there is no passion to resolve a detail or prepare a well laid out construction drawing.

3. Ranjit Sinh Associates (Vandana and Ranjit Sinh), Mumbai		
1	What is your expectation in terms of capacity from an intern? (This may include orientation, knowledge and skills)	In order of preference: 1. Knowledge of basic Architectural terminology and its correct usage. 2.Basic but correct representational skills. 3.Integrity and commitment to the act of making Architecture. 4. A voice, a hunger to create, a willingness to apply oneself and work hard.
2	What is your expectation in terms of capacity from a fresh graduate?	In order of preference: 1. Integrity, knowledge and commitment to the act making responsible Architecture. 2. An ability to shoulder responsibilities. 3. A sense of structure, building technology and how things work. 4. Exposure to and command of representational methods and software 5. Some knowledge of contemporary practitioners and discourses. 7. A voice and opinion.
3	What do you think the gaps are in the current interns and fresh graduates that come to your office?	They need to be able to 1. To be able to design, visualize and express themselves freely. (There is a big gap and diffidence here) 2. Representational methods- To be precise and use software competently 3. To use their observations, experience, readings, to have an opinion and to believe that this should be integrated into what they practice. 4. Interns and students are professionals. They must be able to be engaged in their assignment and deliver as best they can.

4. Edifice (Pramod Balakrishnan), Chennai		
1	What is your expectation in terms of capacity from an intern? (This may include orientation, knowledge and skills)	Well we need thinking interns and not just instructed doing. We need interns who question. We need interns who are curious and constantly searching while at work and outside too. The rest we can handle.

2	What is your expectation in terms of capacity from a fresh graduate?	So the belief they don't know is important. The desire to put your best without fear of failure. Constantly learning and growing. Steeping out without being instructed. To be involved in discussions without being invited. Hunger.
3	What do you think the gaps are in the current interns and fresh graduates that come to your office?	Lack of thinking. It takes so much time to get that value into them. The questioning and then basic research. Education should give them the freedom to express themselves and stand up for it. Get out of images and destinations. The journey is important. Question intent of every project they see at work and then visit sites without being told.

5. Abaxial Design PL. (Suparna Bhalla), Delhi		
1	What is your expectation in terms of capacity from an intern? (This may include orientation, knowledge and skills)	An earnestness to learn and a keen understanding of process. The ability to put in rigor is very vital. They must also ideally be able to hand draw and have the ability to communicate via a drawing.
2	What is your expectation in terms of capacity from a fresh graduate?	A fresh graduate needs to have the ability to draw accurately. An understanding of scale and a basic clarity on services is important. They must have design exploratory skills and be able to extract and communicate ideas easily.
3	What do you think the gaps are in the current interns and fresh graduates that come to your office?	Most lack a sense of rigor and rarely ask the question 'why?'. Their dependence on the internet for ideas is appalling and thus their ability to design is often stumped by this enamour with imagery. They seem unable to do either- the abstract or the practical. That often leads them to be frustrated. Reading is something most people avoid and thus their reasoning remains very shallow. As an office we do not expect the interns and even fresh graduates to emerge with perfect detailing abilities but most cannot even make coherent plans and elevations. The 'casualness' of measure and lack of curiosity of figuring out the means weighs heavily on offices.

6. M/s. Prabhakar B. Bhagwat (Aniket Bhagwat), Ahmedabad		
1	What is your expectation in terms of capacity from an intern? (This may include orientation, knowledge and skills)	A sense of inquiry; a love for the world and design; a world view as much as is possible and some skills- enough to represent their ideas.
2	What is your expectation in terms of capacity from a fresh graduate?	A sense of inquiry; a love for the world and design; a world view as much as possible, a growing but well formed mind that can debate design, and some skills- enough to represent their ideas; and at least one skill that they are good at or excel in.

3	What do you think the gaps are in the current interns and fresh graduates that come to your office?	I think in general academics has become indulgent; and usually is the space for the teachers to live out their pursuits and dreams- most academics have really no clue about what's happening on ground in the country - and seem to be happy in their bubble. There are exceptions; KRVIA continues to do well; CEPT has dropped a great deal, but still better than most colleges; others erratically throw up great kids - Mysore College; RV College Bangalore, Rachana Sansad, and am sure a few more.

7. Malik Architecture (Rahul Kerur), Mumbai		
1	What is your expectation in terms of capacity from an intern? (This may include orientation, knowledge and skills)	Intern applicants need better understanding of materials and hands-on experience of using the materials. As well as conceptualization (sketching & modelling), detailing, research and graphical presentation techniques.
2	What is your expectation in terms of capacity from a fresh graduate?	We hope that fresh graduates have a better understanding of detailing, research, BIM, market knowledge, Architectural practice management/Architectural business practices, habit of sketching, fluency in latest architecture software and oral presentation skills.
3	What do you think the gaps are in the current interns and fresh graduates that come to your office?	A clear understanding of the life cycle of a project and the architectural business practices, understanding of building codes and regulations, structural knowledge and detailing for conversion of conceptualised ideas to real time execution. Apart from that a habit for sketching of ideas is of the main highlights.

8. MOAD - The Madras Office for Architects and Designers (Mahesh Radhakrishnan), Chennai		
1	What is your expectation in terms of capacity from an intern? (This may include orientation, knowledge and skills)	Apply thought and give the best in whatever they do. Curiosity and willingness to learn, Healthy dose of common sense, Team working capability Working knowledge of CAD and 3D tools and good model making skills Have an understanding of architectural history and a sense of (role) of design to make things better.
2	What is your expectation in terms of capacity from a fresh graduate?	Problem solving skills, Organized and Detail Oriented, Ability to process and handle complexity. Ability to critically understand issues and analyze. Possess excellent skills at least in one/two aspects required for Concept Design – Research, CAD, presentation and Model & 3D visualization tools, Design development – Understanding tectonic Advanced 3D skills or Design detailing – Drafting skills with knowledge of building systems.

3	What do you think the gaps are in the current interns and fresh graduates that come to your office?	Understanding the process involved in translation from 'non-referential' digital to 'relational' real world. This is a real struggle. It feels the software tool mode of thinking has reduced comprehension of real world spatial experience. Lack of Visual thinking/Design thinking is a major one that we are struggling to cope with. It is through this we explore multiple dimensions of our role in ordering space. Even when present there is sameness in thinking in-spite of people coming from different backgrounds and places Lack of coherence from thought to skill and ability to resolve and take it to the logical end of the work.

9. OPOLIS (Rahu Gore), Mumbai		
1	What is your expectation in terms of capacity from an intern? (This may include orientation, knowledge and skills)	Enthusiasm to learn, ability to discuss with peers, capacity to be at a desk for extended periods, and of course all the skills one expects of an architecture student
2	What is your expectation in terms of capacity from a fresh graduate?	In addition to above, expect ownership of work assigned to be able to take charge and interact with clients/ consultants under guidance of project/ lead architects
3	What do you think the gaps are in the current interns and fresh graduates that come to your office?	Ability to focus on one job at a time; overall less exposure to the basics of modern architecture due to less interest in readings.

10. architecture RED (Apoorva Madhusudan), Chennai		
1	What is your expectation in terms of capacity from an intern? (This may include orientation, knowledge and skills)	An understanding of common architectural / design terms, ability to do basic drawings and models (both digital and manual), knowledge of drawing & presentation software and most importantly, a willingness to learn and absorb from the office environment as much as possible.
2	What is your expectation in terms of capacity from a fresh graduate?	A deeper understanding of the design and construction process / methodology learnt through their internship / prior work experience, full knowledge of essential digital and manual skills, ability to handle small projects on their own with mentorship from a senior, an open mind to learn and follow processes differing from previous work experience.

3	What do you think the gaps are in the current interns and fresh graduates that come to your office?	A lot of interns coming in have their internship period during their final year of studies or post thesis (instead of in their seventh semester), which does not allow for them to test out and hone the abilities and skills acquired from their work environment in an academic setting. An academic setting post internship allows the students to share and contest their internship acquired skills, which allows them to grow and explore without the fear of making mistakes in a work environment. There is also no knowledge passed down from senior students with internship experience to juniors which further affects the knowledge of incoming interns. Further, in this situation, the intern has to be treated as a fresh graduate with lesser responsibilities (due to the pay variation). With the professional experience becoming an extension of their internship, the abilities of a fresh graduate also completely rely on the experience drawn from their internship. In terms of knowledge and skills, most graduate freshers who join the practice immediately after internship have skills equal to that of an intern and the difference completely lies with the experience gained through their internship - a poor experience makes them on par with an intern; a good internship experience makes the fresh graduate a better employee. We also find that fresh graduates who have had the opportunity to go back to school post internship for a significant duration (for a year +) are more mature and are able to manage small projects with necessary guidance.
		Hence, should the internship continue to be part of the final year of studies, the onus is on the schools to train their students who are going to be interns to be on par of a fresher graduate. The school will need to give them a better understanding of design process and construction methodology in a real world setting (perhaps through industrial collaboration etc) and a greater testing of their digital and manual skills. This will also reduce the reliance of having a professional work environment to teach the students the skills that could be learnt in an academic setting, and improve their chances of having a better internship and work experience. However, it is recommended that the internship happen earlier in the academic studies (7th / 8th semester) as this significantly improves both the academic and the professional environments.

11. Gaurav Roy Choudhury Architects (Gaurav Roy Choudhury), Bangalore		
1	What is your expectation in terms of capacity from an intern? (This may include orientation, knowledge and skills)	The main expectation is excitement, everything else comes from there.
2	What is your expectation in terms of capacity from a fresh graduate?	The main expectation is the ability to visualise and transfer all processes from the computer screen to their minds.
3	What do you think the gaps are in the current interns and fresh graduates that come to your office?	The main issue is visualisation process. They still refer to drawings and 3ds to recall. This makes their involvement in a project very abstract, and somewhat distant. It also creates pressure on them to remember when they should be have already imagined it.

12. DCOOP architects (Quaid Doongerwala), Mumbai		
1	What is your expectation in terms of capacity from an intern? (This may include orientation, knowledge and skills)	An intern has gone through 3 solid years of education. Orientation - Should have developed a basic level of competence to be able to reason what implications and complexities a program for a small building has. This includes knowledge of society, culture, history and context. Knowledge-They should understand the basics of construction- structure, services, materials. Skills-They should be well versed in the simple tools for working in the office such as knowledge about a couple of critical 2D and 3D software. physical model making skills.
2	What is your expectation in terms of capacity from a fresh graduate?	Orientation - Graduate should have further honed her/his capability to understand the complexities of dealing with more complex programs. Should have got exposure to urban issues and an understanding of how design is an interdependent medium and cannot be thought in isolation. In today's times a critical and deep understanding of what sustainable architecture is about. Should have more clarity on what is the area of interest the graduate has in working with the built environment. Knowledge- A substantial understanding of Structure and services and their importance in the making of the built environment. After five years of studying architecture, a student should understand construction and its challenges. Skills- Knowledge of various softwares, ability to represent architecture to the outside world, a language to communicate clearly about architecture as a medium.

3	What do you think the gaps are in the current interns and fresh graduates that come to your office?	Different schools of architecture have different curriculums and the quality of architectural teaching varies. So the gaps would also vary.

13. Studio23 | Architecture & Interior Design Atelier (Angad Kasliwal), Mumbai		
1	What is your expectation in terms of capacity from an intern? (This may include orientation, knowledge and skills)	Preparing presentation drawings with responsible knowledge of software, understanding technical terms and basics of design and building construction.
2	What is your expectation in terms of capacity from a fresh graduate?	Preparing working drawings and presentation drawings with responsible knowledge of software, understanding technical terms and basics of design and building construction.
3	What do you think the gaps are in the current interns and fresh graduates that come to your office?	No difference. Intern and fresher are same. 6 months to 1 year of thesis doesn't really make them grow as an architect.

14. Pankaj Joshi Consultants (Gauri Pandit Joshi), Mumbai		
1	What is your expectation in terms of capacity from an intern? (This may include orientation, knowledge and skills)	I would expect them to be inquisitive about the drawings and details they are working on, apart from being sincere. They would be expected to have a basic understanding about structure, material, formatting a sheet properly. I don't mind them making mistakes but they need to proactively take part in the project.
		As far as skills are concerned we expect the knowledge of AutoCAD, Sketchup, Photoshop, Microsoft Office. We are open to new ideas of presentations and other softwares suggested by them.
2	What is your expectation in terms of capacity from a fresh graduate?	They would be expected to have a good understanding about structure, material, formatting a sheet properly. For example - If they are asked to work on a detail, they need to complete it in all respects including formatting (all the sample detailed drawings would be provided to them). They would be expected to read and understand the Architectural drawings in conjunction with Structural, MEP, Interiors Layouts, PPT correctly. They should be willing to go for site visits.

3	What do you think the gaps are in the current interns and fresh graduates that come to your office?	It has been observed that they are not confident about going for site visits. They have a preconceived idea about designing and expect to get designing of a project. They forget that small detailing also requires designing. I am particularly disappointed with the fact that they are poor at formatting a sheet. They don't pay attention to the factors such as - what looks visually appealing while submitting a drawing on site, while making a ppt presentation to client.

15. KSA Architects (Nimesh Shah), Mumbai		
1	What is your expectation in terms of capacity from an intern? (This may include orientation, knowledge and skills)	Basic software skills such as AutoCAD, SketchUp, Excel, Word should the intern be equipped with, along with model making techniques and material knowledge
2	What is your expectation in terms of capacity from a fresh graduate?	Basic software skills such as AutoCAD, SketchUp, Excel, Word should the intern be equipped with, along with model making techniques and material knowledge along with basic on site understanding of communicating with contractor and other officials
3	What do you think the gaps are in the current interns and fresh graduates that come to your office?	There is very less scope of exploration and hard work/dedication in today's interns and graduates, they even though motivated a lot but seem to lack into putting the efforts that are expected from them.

16. Bricolage Bombay (Vinit Nikumbh), Mumbai		
1	What is your expectation in terms of capacity from an intern? (This may include orientation, knowledge and skills)	The Intern should be aware of the skillset required for a firm to function, i.e. CAD, 3D software and drawing skills along with model making understanding. Apart from this the intern should also be aware of the surroundings and materiality and imagination.
2	What is your expectation in terms of capacity from a fresh graduate?	For a fresh Graduate, he/she should be well adversed on how to execute a site, conversational skill with the contractor, along with the responsibility to handle an entire site.
3	What do you think the gaps are in the current interns and fresh graduates that come to your office?	The gaps would be in terms of communication skillset, responsibility towards a project.

17. anthill design (Riyaz Tayyibji), Ahmedabad		
1	What is your expectation in terms of capacity from an intern? (This may include orientation, knowledge and skills)	Motivation, ability to work with other people, ability to communicate, spatial visualisation, orthographic drawing skill.
2	What is your expectation in terms of capacity from a fresh graduate?	Responsibility and decision-making ability, motivation, ability to work with other people, ability to communicate, spatial visualisation, orthographic drawing skill, basic understanding of architectural history, work organisation, task and time management.
3	What do you think the gaps are in the current interns and fresh graduates that come to your office?	They come to the professional world with the misconception that design is the most important aspect of architectural practice. They have very little understanding or imagination of the activities that constitute the making of a building. Inadequate consideration of what considers a work ethic.

18. SEALAB (Anand Sonecha), Ahmedabad		
1	What is your expectation in terms of capacity from an intern? (This may include orientation, knowledge and skills)	- Enthusiasm and Curiosity about architecture and arts. - Ability to read and draw architectural drawings. - Ability to Visualise spaces. - Critical Thinking. - Basic understanding of Materials and Processes of construction. - Good Hands-on skills.
2	What is your expectation in terms of capacity from a fresh graduate?	- Enthusiasm and Curiosity about architecture and arts. - Ability to read and draw architectural and technical drawings. - Ability to Visualise and Conceptualise spaces. - Critical Thinking. - Good Understanding of Materials and processes of construction. -Ability to work and communicate with different Stalk-holders. - Excellent Hands-on skills.
3	What do you think the gaps are in the current interns and fresh graduates that come to your office?	- Lack of Critical Thinking. - Less Understanding of materials and processes of Construction. - Average Hands-on Skills.

19. Site Practice (Anne Geenen), Mumbai		
1	What is your expectation in terms of capacity from an intern? (This may include orientation, knowledge and skills)	Basic drafting skills, basic model making skills, but most important to be eager to learn new skill, starting to understand what it's like to work in an office environment, be collaborative and curious
2	What is your expectation in terms of capacity from a fresh graduate?	Same as the above with a bit more understanding of the ins-and-outs of an office and of working within a team (instead of individually). be consistent and communicative
3	What do you think the gaps are in the current interns and fresh graduates that come to your office?	For graduates the ability to work in a team (work within an office structure, produce products that can be shared with team members easily, understanding what it means to work on a project with multiple people. For interns I don't see much of a gap

20. The Blank Slate (Bina Bhatia), Mumbai		
1	What is your expectation in terms of capacity from an intern? (This may include orientation, knowledge and skills)	Fairly good understanding of planning, Design aesthetic, knowledge of materials. Ability to visualise space and communicate design. Drafting, modelling and presentation Software skills
2	What is your expectation in terms of capacity from a fresh graduate?	Ability to work independently to an extent on simple design exercises, research and develop design options, be a problem solver, advanced level of modelling and presentation Software skills. Knowledge of stranded construction detailing and ergonomic standards and dimensions.
3	What do you think the gaps are in the current interns and fresh graduates that come to your office?	- limited knowledge of materiality and finishes - limited software knowledge and ability to draft out a construction drawing set - limited knowledge of practical skills required in an office set up such as making MOMs, BOQs, writing specifications, formal communication with clients etc. - something lack in using software in an organized way such as layer management etc.

21. Kurafuto Works (Akshay Narwekar), Mumbai		
1	What is your expectation in terms of capacity from an intern? (This may include orientation, knowledge and skills)	Basic design sense in terms of spatial scale and ergonomics. AutoCAD and 3d skills are a plus.

2	What is your expectation in terms of capacity from a fresh graduate?	Software skills, sense of translating design from paper to actual scale (at least basic understanding on smaller scale projects), material understanding and communication skills.
3	What do you think the gaps are in the current interns and fresh graduates that come to your office?	They are more or less the same.

22. Ketan Vaidya Associates (Suchita Pawar), Mumbai		
1	What is your expectation in terms of capacity from an intern? (This may include orientation, knowledge and skills)	Softwares, presentation skills, good communication skills
2	What is your expectation in terms of capacity from a fresh graduate?	Basic designing sense, basic knowledge of structure for working drawings, good command over language, basic knowledge of building bylaws
3	What do you think the gaps are in the current interns and fresh graduates that come to your office?	Nil

23. Krishnan + Parvez + architects (Parvez Charania)		
1	What is your expectation in terms of capacity from an intern? (This may include orientation, knowledge and skills)	Curiosity, Effort, submission to all kinds of work involved in office being design, drafting, book keeping, office administrative works, material sorting, model making, etc.
2	What is your expectation in terms of capacity from a fresh graduate?	Curiosity, effort, Software skills, open to learning anything and everything related to the field, grasping, sketching and being able to talk about your own work.
3	What do you think the gaps are in the current interns and fresh graduates that come to your office?	I think the problem lies same for interns and fresh graduates. The inability to question. In fact, the expectation with interns is lesser as they are paid stipend but the fresh graduates work with same knowledge as interns and being paid more. The knowledge increase between fresher and intern is only a difference of year and not gained knowledge. Self study is important and significant at all levels.

24. Rohit Shinkre Architects (Rohit Shinkre), Mumbai		
1	What is your expectation in terms of capacity from an intern? (This may include orientation, knowledge and skills)	Done prior knowledge about the studio and its projects. Desire to learn. Open mind.
2	What is your expectation in terms of capacity from a fresh graduate?	Patience. Desire to learn. Open mind. Application and dedication. Ability to conduct thorough design studies on given directives. Functional knowledge of cad applications. Good communication and collaborative skills. Knowledge of Marathi and Hindi
3	What do you think the gaps are in the current interns and fresh graduates that come to your office?	Compartmented knowledge. Disconnected from the real world and disinclined to engage with it. Poor detailing skills.

25. Faizan Khatri Design Workshop / The Initiative.life (Faizan Khartri), Mumbai		
1	What is your expectation in terms of capacity from an intern? (This may include orientation, knowledge and skills)	In descending order, Zest for design, eye for details, willingness to explore and learn, critical thinking and observation, understanding basic architectural language, fluency at softwares
2	What is your expectation in terms of capacity from a fresh graduate?	Same as above, with an added criteria of professionalism towards conduct; fluency in communication methodology, basic management skills and a capability to lead.
3	What do you think the gaps are in the current interns and fresh graduates that come to your office?	Most visibly, quick reward mentality, Tendency to get bored quickly, lack of capability towards working in a team and building one

26. Compartment S4 (Krishna Parikh), Ahmedabad		
1	What is your expectation in terms of capacity from an intern? (This may include orientation, knowledge and skills)	Basic technical understanding for making working drawings, an idea of sequence of construction or making of any object
2	What is your expectation in terms of capacity from a fresh graduate?	A conceptual and contextual understanding, collaborative nature, technical understanding for construction processes and good representation skills

3	What do you think the gaps are in the current interns and fresh graduates that come to your office?	They lack in understanding how materials come together which reflects in their working drawings, detail-oriented design gets limited to making virtual models but not actually imagining the actual process of making

27. Anand Patel architects (Anand Patel), Mumbai		
1	What is your expectation in terms of capacity from an intern? (This may include orientation, knowledge and skills)	Depending on the number of works
2	What is your expectation in terms of capacity from a fresh graduate?	Should have sharp design process
3	What do you think the gaps are in the current interns and fresh graduates that come to your office?	The software skills

28. unTAG Architecture & Interiors (Gauri Satam), Mumbai		
1	What is your expectation in terms of capacity from an intern? (This may include orientation, knowledge and skills)	Sincerity, professionalism in terms of reaching on time, being involved, team player, well versed with AutoCAD, 3D softwares, good model making skills.
2	What is your expectation in terms of capacity from a fresh graduate?	Sincerity, professionalism in terms of reaching on time, being involved, team player, well versed with AutoCAD, 3D softwares, good with technical knowledge, a good speaker/coordinator.
3	What do you think the gaps are in the current interns and fresh graduates that come to your office?	From the interns we have had at our studio, although they were well versed with software skills, we felt the students from SEA seem to be a little casual in their approach compared to students from other colleges. They seem a little overconfident, taking assignments lightly, with multiple distractions, sometimes lacking sincerity. We think they need to be trained better for taking up professional jobs where a certain kind of decorum is expected from an intern/fresh graduate. An intern being half an hour late, for 70% of internship tenure, seems a bit too much for any architectural studio to absorb. Also, the portfolios we receive from SEA have the same representational language. I think it's high time SEA needs to break free from this defining language and make the students explore beyond.

29. Adarkar Associates (Arun Kale), Mumbai		
1	What is your expectation in terms of capacity from an intern? (This may include orientation, knowledge and skills)	From an Intern, my expectation is not in terms of measuring his or her capacity. The expectation is about getting to know that the Intern reveals even a small degree of flair of things that he or she likes, the inquisitiveness, being observant, willingness to get involved in various kinds of activities happening at the Office and around and the overall sincerity and proactiveness in doing whatever work comes their way. There were times during our college days when interns had to learn how to sharpen pencils, roll out blue prints from Gateway tracing drawings in ammonia fumes filled chambers, colour the printed sheets of approval drawings, fold them, stamp them, arrange them in sets for submission at times even go for submissions with bosses. Sounds very lowly and silly. But the fact of the matter was, there was something to learn from every small work. If one had to learn to do it methodically and with a zest to understand and learn from it. Do it with joy. There were opportunities to work with the senior team, on Design competitions assisting them running around on errands and any supporting work for that matter. The intern may or may not reveal any noticeable or remarkable qualities in the short span of their interning for various reasons, but the Architects engaging those interns usually can make their own assessments about the spark if any in the interns or of their shortfalls and the ways to guide them in the best possible way, ideally without any discrimination whatsoever. Forming a firm rigid opinion or impression about any intern or even a fresher for that matter can be misleading. There have been examples where an intern who is perceived as unworthy of any merit goes out from the school and internship without leaving any mark and comes back after a long gap or much later in life to reveal that he or she has made it big in career and life.

2	What is your expectation in terms of capacity from a fresh graduate?	As regards fresh graduates joining Architect's studios/ offices, the expectations of office teams from freshers apply as follows: a. All attributes in the previous expectations above that apply to interns continue to hold good here too and should be carried forward further and be applied to freshers joining architect's offices. The degree of expectation by way of expression and display by freshers obviously is higher than that from interns. b. Contribution to Office work by being an active member of the drawing or model making team, be it at a junior level. c. Reasonably fair capacity of grasp, visualisation and ability or attempt to express through sketches, drawings of various kinds including an understanding of the purpose of making that drawing, what is it made for what is it being issued for, practice of good model making using various materials, present representative images in support of ideas and writing, including reasonable basic knowledge of office terminology and basic correspondence to manage issuing of transmittals etc. d. To exercise sincerity, tenacity, seriousness and be prepared for any kind of inputs like drawings or any other work required in Office including assisting seniors in research-based work.
3	What do you think the gaps are in the current interns and fresh graduates that come to your office?	Common observations on shortfalls of interns and freshers that result into irritants at Architects offices: >Tendency to yawn or doze off in studios and classrooms seems to be on the rise. Inadequacy of sleep at night is a common symptom amongst interns and freshers, probably due to excessive dependence on cell phones at night. >On drawings, particularly those which apply more to and leading to approval and construction stages: >Missing synchronisation of Plans and corresponding Elevations and section drawings. > Incorrect drawings - Plans and sections - of staircases - even simple ones. These need to be explained thoroughly at an early stage in schools. > Showing RCC Slabs in section drawings, even for ground floors where RCC slabs are not necessary. > Many more such, can be listed. A practice that should be rigorously followed at school at-least in Working drawing studios, simply for correctness and correlation of drafted plans, elevation and section drawings: Below ground line of every Elevation drawn, it should be compulsory to have a Plan (part- facade strip plus little more Plan) of whose Elevation is to be projected above ground line.

		The strip- part Plan should be very close below ground line so that the Plan and its Elevation above ground line should be together visible and legible too, on the PC or Laptop screen even when reasonably zoomed out - zoomed in while visualising and trying out iterations on elevation (and Plan too if felt necessary simultaneously) The various Section drafted, too , should be parked -aligned on the ground line of the elevation draft in progress and to the left and right of elevation for correlation of sectional and elevational parameters as well. Technically incorrect drawings being produced in offices by juniors, in spite of repeated alerts, is one of the biggest irritants which Offices find difficult to cope with. This affects those beginners who do not have adequate other skills to set off their shortfalls. e.g. those who are neither satisfactory at technical drawings nor 3D expression drawings and sketches that could have otherwise ideated and impressed. An important shortfall…. Inertia of Iteration: In the real sense, sincere and serious Iterating is nothing but doing Riyaz. Just as Riyaz results in refinement, Iteration too leads to refinement and improvisation. We may be following the Riyaz system and it may have been benefitting the sharper brains out of the batch but many a times I feel we need to question ourselves whether what we engage students into is Riyaz or is it a process of exposing them to a series of crash courses on an assembly line. Do they get a time to pause and look back at the end of each crash course. Can they Riyaz several times during each crash course. Try to improvise at each Riyaz. Try to iterate. Is our pace of imparting knowledge a bit too fast for the average student, which counts for almost 90 % of total students. Apart from laziness and lethargy, inertia of iteration seems to stem from other inadequacies like: > inability to think and analyse requirements/ data > ideating /conceptualisation > sequential thinking to create a space or a product > visualising various Forms in plane and solid geometry. >assisting themselves to visualise through process of iterating in sketching and drawing process at every stage of design right up to production.

Source: The authors

Annexure F: Cases of Home Making (Amongst people not served by trained architects)

1. Sunanda Jadhav's house in a slum

Table F1: Summary of discussions with Sunanda Jadhav

01	Name of the house maker / interviewer	Sunanda Jadhav
02	Place & Type of location of the house	Juhu, Mumbai; House in a Slum
03	How many times has the house been made / changed?	The house has gone through major changes three times but has had multiple other incremental changes.
04	What have been the contexts of making / change?	1. The house started as a one room tenement in the slum built by her mother. 2. When her brother got married an upper floor was added 3. She used the lower floor. When her son got married, she introduced a loft in the house on the lower floor to act as a sleeping space 4. For her daughter in law, she added a bathroom and kitchen platform in the house.
05	What have the design considerations been?	1. Rapid construction over the weekend to prevent municipal authorities from noticing the changes 2. Use of pre-fabricated materials that are lightweight, cost effective and can be assembled quickly on site 3. Nonstandard designs help to use existing space efficiently and innovatively.
06	Procurement of material	1. Material is sourced from local shops 2. Material is also sourced from recycling enterprises in the city 3. Sunanda also got some storage pieces from an employee who was renovating her house and was getting rid of old furniture.
07	Procurement of skills / labour	1. The house was renovated by a local contractor who had done similar work in several houses in the area and was adept at the sequence of production and who to bribe in the process 2. Electricians, plumbers, masons who worked on the project were from around the area, and who had been employed in similar work for some time.
08	Finance mobilisation	1. Sunanda got funds to renovate her house from her chit fund group. 2. She also borrowed some money from her employer where she worked as a maid.

09	Handling of Procedural / Legal logistics if any	1. The contractor Sunanda hired had settings with the local corporator who allowed him the requisite renovations.

Source: The authors

2. Sunita Sutar's house in a slum

Table F2: Summary of discussions with Sunita Sutar

01	Name of the house maker / interviewer	Sunita Sutar
02	Place & Type of location of the house	Bhandup, A Slum house in Safiya Begum Chawl
03	How many times has the house been made / changed?	The house has gone through three major changes
04	What have been the contexts of making / change?	1. The house was first made in the 80s by a slumlord to house the industrial labour in the Mulund-Thane industrial belt that did not have access to formal housing. Sunita and her husband were young and could only avail of this housing. 2. In the 90s, when Sunita's son and daughter were growing up, they realised they still did not have access to formal housing. Sunita and her husband then incrementally upgraded the house when they had some resources, by building a kitchen space and increasing the area of the unit as their family had grown. They achieved this by cutting into the rock that was abutting their house. 3. In the 2000s when the Slum Sanitation Project was introduced by the World Bank in collaboration with the MCGM, the lower-level staff of the solid waste department made use of a small clause in the World Bank document for individual toilets, to mobilise the same in Safiya Begum Chawl. By this time Sunita's husband had passed away. Her daughter had married and left. Sunita Sutar realised that her son would get a bride only if she had a toilet in the house. She was the first to get an individual toilet in her house. She achieved this by reworking the kitchen and providing space for the toilet.
05	What have been design considerations?	1. Optimising dimensions of kitchen platforms, storage spaces etc. to make room for all fasciitis 2. Using foldable furniture to make the space multipurpose
06	Procurement of material	1. Material was procured from local shops where contractors had networks and from where good deals could be obtained.

07	Procurement of skills / labour	1. The MCGM staff mobilised local contractors who had been working in the area to upgrade the houses for individual owners, to lay out the sanitation pipes and connect them to a septic tank. 2. Sunita employed a local contractor to build her individual toilet. 3. Sunita employed masons and painters to renovate the rest of her unit.
08	Finance mobilisation	1. Sunita used money she had obtained from her husband's insurance after his death to build the toilet 2. The MCGM staff mobilised MLA funds to build the sanitation infrastructure in the slum.
09	Handling of Procedural / Legal logistics if any	1. The sanitation infrastructure, when it was built was not legal as there was no such provision in the MCGM. This was later regularised.

Source: The authors

3. Jayshree's house in a village

Table F3: Summary of discussions with Jayshree

01	Name of the house maker / interviewer	Jayshree
02	Place & Type of location of the house	Murbad, House in an indigenous village
03	How many times has the house been made / changed?	The house has gone through two major changes and several incremental changes before that
04	What have been the contexts of making / change?	1. The house was built initially in an indigenous village out of wattle and daub to house a family. Subsequently the house was upgraded every two years as the material needed renewal. This was part of the rhythms of living for the indigenous families. The cow dung floor plastering needed to be redone every month. 2. In the 2000s with the introduction of the Indira Awas Yojana and the availability of funds, Jayshree realised that the funds could be obtained only if she rebuilt her house in "pukka materials", i.e. brick and cement. She was forced to avail of these services. Her house type changed in the process 3. When Jayshree realised that the house built by the male contractor in brick and mortar and to standard design considerations did not work for her, she extended her kitchen in the backyard with wattle and daub to create a larger, freer space where more members of the family could participate in cooking as compared to the standard kitchen

05	What have been design considerations?	1. The first house did not have designated spaces for functions. It had one large multipurpose space and several smaller rooms for storage. 2. The house built by the contractor in brick and mortar, had a standard layout of a living room and three small bedroom spaces along with one standard kitchen with a raised platform for cooking. 3. Jayshree extended the back of the house in wattle and daub and redesigned her kitchen as a large verandah opening to the backyard where she put her chulha. The space was large, where multiple members of the family could participate in cooking and where her animals could move freely.
06	Procurement of material	1. The original house was made with wattle and daub. The framework was made with the *karvi* plant that was available in the forest, that bloomed once every eight years. 2. The mud plastering was done with local mud available in the neighbourhood. 3. Mangalore tiles were obtained from nearby shops. 4. A lot of material was also recycled in the process of reconstruction once every two years. 5. With the change in the house type and material local contractors sourced bricks and cement from local shops, which were more expensive. 6. When Jayshree extended her house in wattle and daub she sourced this material from the forest around.
07	Procurement of skills / labour	1. The original house type had equal participation of men and women in the making. While men made the structural members, women made the wattle and daub walls and the cow dung replastering every month. 2. With the insistence of government policies on “pukka construction”, professional masons turned contractors had to be employed to build the houses 3. Jayshree mobilised her own skills at making the wattle and daub walls to make the extension to her house.
08	Finance mobilisation	1. People used freely available material from the forest and from the neighbourhood. The building process was part of the annual rituals and was a communitarian exercise. 2. Later the government started providing funds under the Indira Awas Yojana which is now the Pradhan Mantri Awas Yojana.
09	Handling of Procedural / Legal logistics if any	1. Jayshree availed funds under the Indira Awas Yojana and built a new house but later mobilised funds to build an extension on the back side.

Source: The authors

4. Sharmila Barap's house in a forest

Table F4: Summary of discussions with Sharmila Barap

01	Name of the house maker / interviewer	Sharmila Barap (Shamu)
02	Place & Type of location of the house	Navpada in the Borivali National Park, Indigenous house
03	How many times has the house been made / changed?	The original house that was built in wattle and daub has been rebuilt several times. The current house built partially in brick has been built four years ago.
04	What have been the contexts of made / change?	1. The original house built in wattle and daub needed renewal every two years. It was built by the extended neighbourhood as part of the rhythms of live in village. 2. When Shamu's husband passed away four years ago she realised it would not be possible for her to keep renewing her house as she was employed with an NGO and her sons also had a full-time job as guards in the Borivali National Park. She decided to use more permanent materials by which she would not have to rebuild at least for a few more years.
05	What have been design considerations?	1. To not worry about rebuilding and maintaining the house every two years 2. To create enough outdoor spaces in the form of a large verandah, front yards and back yards, where most of the life could be lead. 3. To maintain the use of a large multipurpose space which is flexible and used by multiple members of the family on an everyday basis and during festivals. 4. To make sure the kitchen is a large room where multiple members of the family could equally participate. 5. To make a loft in *karvi* which would keep the house cool and act as an additional space for storage.
06	Procurement of material	1. Most of the permanent materials like brick and tiles were obtained from a demolition site inside Borivali National Park when several people were evicted in the mid-1990s. 2. Materials like prefabricated concrete posts, galvanised iron roofing sheets and cement for construction was obtained from sites outside the National Park *3.* *Karvi* was obtained from the forest

07	Procurement of skills / labour	1. Shamu used the skills of her entire family as well as employed young boys in the village on a daily wage. Shamu herself had learnt construction from her husband and was adept at it.
08	Finance mobilisation	1. Shamu worked with an NGO. She used part of her savings and borrowed part of the money from her employers.
09	Handling of Procedural / Legal logistics if any	1. Shamu had to negotiate with the forest guards to bring materials like cement, galvanised iron and prefabricated concrete posts for the verandah as these were not allowed inside the forest reserve. 2. Shamu has created a vegetable patch in her backyard. As the indigenous population is not allowed to do any agriculture, she has created a trellis structure to grow creepers that do not take much nourishment from the soil.

Source: The authors

5. Rupesh Bomble's house in an inner-city locality

Table F5: Summary of discussions with Rupesh Bomble

01	Name of the house maker / interviewer	Rupesh Bomble
02	Place & Type of location of the house	Charni Road, Mumbai, A chawl house (10 square metres)
03	How many times has the house been made / changed?	The chawl house has gone through several small renovations. Only recently Rupesh Bomble, spent 60,000 rupees to upgrade his chawl house
04	What have been the contexts of made / change?	1. The original house was provided by a local landlord in the late 1800s to trading communities in the area. 2. Subsequently several traders moved to northern suburbs in search of larger accommodations and sold their properties in the inner city. This small room of 10 square metres was bought by Rupesh Bomble's grandfather for Rs. 500. The long lease for the property has expired. The tenants continue paying a rent of Rs. 41 to the original landlord to keep the claims on the property 3. Rupesh Bomble who sells vada pav with his single mother recently renovated his house as he had some savings. People in the chawl complex are proud of being non salaried "business people" even though most work as petty vendors in the neighbourhood. Most of them spend money on the upkeep of their houses.

		4. Rupesh is also politically active and has managed to get funds from the local corporator to upgrade the 100-year-old Jari Mari temple in the premises and to make some benches for old people to sit outside their cramped houses. 5. People often use the spaces in between buildings for festivals and collect money to decorate these spaces.
05	What have been design considerations?	1. As the room is small, a loft space has been added as an additional sleeping space for Rupesh. 2. The lower space is kept open and multipurpose with the seating doubling as storage. 3. A compact kitchen and bath space lines one of the edges, keeping the rest of the space free for circulation.
06	Procurement of material	1. Materials have been procured from local recycling networks and from local suppliers.
07	Procurement of skills / labour	1. Rupesh has mobilised his networks with local contractors to keep the costs of the renovation low
08	Finance mobilisation	1. Rupesh has used his savings from the sale of vada pav to renovate his house
09	Handling of Procedural / Legal logistics if any	None

Source: The authors

Annexure G: Biographies of Small Contractors

1. Pavan Vishwakarma (carpenter)

Table G1: Summary of discussions with Pavan Vishwakarma (carpenter)

01	Name	Pavan Vishwakarma
02	Place	From Cherapur, Rajasthan lives in Nalasopara
03	Type of works & expertise	Carpenter
04	Where / How did the person learn their work? (conditions)	Previously involved in agriculture, as farming could not sustain the needs of his large family, Pavan at the age of 14 travelled to Mumbai City as he was the eldest son and had to provide for the family. He lived in Kurla then where he worked repairing the base timber boards of sewing machines for nearly 6 months. After this he worked in a small company in Chandivali. He was only 16 years of age then, and on account of being underage, he had to work secretively. Further the manager in the company advised him to come back once he reached the age where he could be employed legally. He currently lives in NalaSopara in a room with his brother, as the conversation over the interview unfolded, he opened up about living with his teacher Shri Hari Vilas Pal, a master carpenter and his family who taught him the skill of working with timber. Pavan chanced upon work with Mr. Tanaji Shinde who is a contractor. He worked as a helper to Hari Vilas Pal for 2 years who taught him all the skills needed to be a good carpenter. He continued to work with his teacher for 10 years, until Hari Vilas Pal chose to retire. The responsibilities of a helper to Hari Vilas Pal included cleaning the site, holding material and other small tasks that would allow him to lend a hand as well as observe and learn carpentry. After 2 years, as Mr. Pal gained confidence in his pupil, Pavan was given an independent site where he had to prepare the furniture of a bedroom in Goregaon.
05	How do they get their work?	He is informed and asked about work via calls and contacts he has developed over the 12 years of working in the city through his trusted networks. This he claims happened after working with Mr. Pal and other craftsmen who worked with timber. Eventually a network of trust was established, where at the current time, a number of clients trust him with his skill and honesty by handing over their house keys to him during the duration of his work on the specific sites.

06	How do they manage finances / accounts / logistics / etc?	All the payments of the works and materials are done online and Pavan has found it to be a very useful tool that avoids any delays from his clients end as well as while procuring material for his projects. However, the bills and invoices are raised manually on paper and submitted to the architect.
07	How do they manage Human Resources?	A number of people work with and under Pavan of different ages. The older carpenters though who have more experience in years, revert to Pavan as they find him more skilled, and the younger carpenters work under him as his students. He aims at maintaining and engaging with his co-workers on equal terms. His brother also currently lends him a helping hand on site during his study break and learns with Pavan some basics of carpentry as a helper. Pavan believes that no work is small, and imparts this work ethic within all the people who work with him. He also deems himself to be relatively lucky as he has not faced any serious financial crunches and payment issues, and in fact in a few past projects is paid over the quotation as the work that he does is honest and of good quality.
08	Problems / Issues with practices	
09	Other	Pavan claims that the material itself tells him the treatment and the crafting that he has to undertake. The size, proportion, cut and crafting are determined by the need but also the space in which the piece is supposed to inhabit/sit, these factors give him a sense of judgement. He finds the skill of gauging and affixing the line level especially important for his work that was taught to him by his teacher. Pavan firmly believes that the material and space guide his decision of the processes, joints and components that can be made for any specific project.

Source: The authors

2. Dinesh Kumbhar (small general contractor)

Table G2: Summary of discussions with Dinesh Kumar Kumbhar (small general contractor)

01	Name	Dinesh Kumar Kumbhar
02	Place	From Sapra, Rajasthan lives in Nalasopara near Mumbai
03	Type of works & expertise	Contractor

04	Where / How did the person learn their work? (conditions)	Dinesh explains that his grandfather was also into the same line of work, where he was a *mistry* and since Dinesh remembers, has worked in the city of Mumbai. And that his work as a matter of fact is something that he has grown up and into. Dinesh however moved to the city of Mumbai to live with his father in 2009 only. Dinesh remembers accompanying his father who was a contractor by this time in the year 2010 to his sites that were largely residential buildings. He claims to have learned the trade by observing his father and elder brother. However, there is a clear delineation of the way one acquires the skill and knowledge. Dinesh like many trained more closely with his brother who was a *mistry* at that time. Spending time with him closely, he was first asked to observe and assist. Post this for the next 4 to 6 months he engaged with the work by doing it himself which was largely masonry work.
05	How do they get their work?	Dinesh narrates that sitting at the *naka* for *"dedh ghanta"* is extremely crucial, as this is the way information is shared through networks and one gets a sense of work and if and where there is a requirement of his skills on ongoing sites. Networks of community and the village clearly play in to determine what are the opportunities one is exposed to. In Dinesh's case however another factor of his father's practice also plays in, where older clients and friends inform Dinesh and seek him to take up new work.
06	How do they manage finances / accounts / logistics / etc?	Payments are accepted in multiple ways, even though money is borrowed from networks of kin, cash, cheques and direct transfers from clients are ways in which Dinesh accepts his payment at the completion and at different stages of a project. (need to further discuss on GST, demonetisation as he claimed that it did not affect him) For Dinesh, the period of monsoon is when the work is fairly reduced, whereas pre festive season around October is when the work is at its peak and the busiest. For each project, Dinesh gets a sense of the material requirements and then provides an estimate to his client. After negotiations in some cases an advance is given to Dinesh which gets used directly to buy materials which get sourced from places closer to site, in this case mostly from Khar. However, at times, the money from the advance may not be sufficient and has to be mobilised from a network of friends and family. This gets used in paying the *hajri* to the people who are working on his site periodically. Dinesh however faces trouble with the payments. He says 2-3 out of 5 of his clients do not agree to the bill raised and haggle and, in some cases, do not pay the final amount in full. If he notices a probability of this in the middle of the ongoing project, he makes the work and the labour involved in the given site less, to cut down on his future losses.

07	How do they manage Human Resources?	He mobilises *mistrys, kadias*, *suttars*, plumbers and electricians based on what is required on his ongoing site through his father's older networks and contacts as there is a sense of trust and understanding.
08	Problems / Issues with practices	Points of friction for Dinesh are largely local goons, local authorities which deal with the collection and disposal of debris, people from *mathadi kamgar*, who he claims harass him and ask for money. The builders and developers on the other hand strongarm him and keep payments pending or extend work. In some cases, there is a disagreement on the ethics of extending or making alterations, where he is pushed to make changes by the client, in some cases when this is done, the local authorities are known to come and break or fine Dinesh and the losses solely get borne by him.

Source: The authors

3. Rohtaaz (mason)

Table G3: Summary of discussions with Rohtaaz (mason)

01	Name	Rohtaaz
02	Place	From Sapra, Rajasthan lives in Virar near Mumbai
03	Type of works & expertise	*Mistry*
04	Where / How did the person learn their work? (conditions)	Rohtaaz learnt his skills of working with stone from a *Ustaad* called Leela Ram. He worked under him for four years. His first project was a housing society in Vashi where he was assigned the responsibility of fixing tiles around the windows and doors and making the dados for the entire building. However, before this, his work under Leela Ram included cleaning the spaces, carrying the waste for disposal away from the site, and subsequently cutting small chips of tiles to understand the diversity of behaviour in the different tiles and stones. He believes this is the general course of training that the *mistrys* working with tile fixing and stone undergo, and he himself has two young men who are working under him.
05	How do they get their work?	Rohtaaz largely gets work from Khar Naaka, his brother who is also a civil contractor and from Nagpaal developers with whom he has worked for more than 15 years. The older networks set up by his father become extremely handy for home to acquire clients as well.

06	How do they manage finances / accounts / logistics / etc?	Mobilisation of funds for procuring material is done by preparing a rough bill of quantities with the help of his children and friends who are comfortable in reading and writing, which is then submitted to the clients. Rohtaaz takes a 20% advance payment which gets used for procuring material and hiring other *mistrys* on the site. Seldom the payments are not done in full or get delayed, and to tackle this he consciously slows down work on the site until the payments are done, moreover to pay the people he recruits he lands up borrowing money from his brother. This was something he recollects his father also did, which left him into a debt of 14 lakh rupees that Rohtaaz and his brother have to repay.
07	How do they manage Human Resources?	Young men from his village and state largely come to work under him through his kin relations. Rohtaaz has set up two models under which training is done, in the first of the young *mistrys* pay him a fee, they get to directly begin work on the site of cutting tiles and fixing them, however if the *mistrys* who have come to learn under him are unable to pay, they have to undertake the cleaning work on site, post which gradually they are trained by observation.
08	Problems / Issues with practices	
09	Other	He believes that all stones and materials are different which guide his methods of cutting and fixing the stone.

Source: The authors

4. Ramkaran (carpenter)

Table G4: Summary of discussions with Ramkaran (carpenter)

01	Name	Ramkaran
02	Place	From Basti, Uttar Pradesh lives in Goregaon, Mumbai
03	Type of works & expertise	Carpenter
04	Where / How did the person learn their work? (conditions)	Ramkaran ran away from home to work in the city of Mumbai. He has been living and working over here since the last 30 years. When he came to the city in the 1990's he was fortunate enough to find an older cousin who was a *mistry*. He lived with him and began visiting the site the brother was working in at Juhu. The necessity to earn a living made him take up work under the master carpenter there. Thus, he began assisting him on various sites. Since the teacher worked largely in Juhu, Bandra and Parla,

		his clientele is mainly situated here. He believes that his mastery lies in making custom furniture with ornamentation and engraving. The new designs on the internet that are relatively neat fluster him and he wishes to make things the older way. He has been practising since the last 30 years, his sons also followed suit and are carpenters as well.
05	How do they get their work?	Ramkaran due to his age does not go to any naka, he is hired by or through his older clients who call him in case there is any work.
06	How do they manage finances / accounts / logistics / etc?	Transactions are partially cash and partially through a cheque. He asks for an advance based on the material required and the *hajri* that he may have to give to anyone working with him. Incomplete site work, losing of projects and nonpayment of outstanding bills from the developers, have currently left the family in a large debt.
07	How do they manage Human Resources?	His sons largely work with him. Working within the family has its benefits and downfalls according to him, as the newer generation does things differently and are relatively quicker, whereas he believes the process of learning should be slow and methodical from the very basics of making a simple joint.
08	Problems / Issues with practices	He faces a lot of precarity during the time of Covid. There is an absence of any kind of support in times of crisis. He feels that the profession is diminishing with the online business and the craft of making and understanding timber will soon disappear.

Source: The authors

5. Nimesh (metal fabricator)

Table G5: Summary of discussions with Nimesh (metal fabricator)

01	Name	Nimesh
02	Place	Khetwadi, Mumbai
03	Type of works & expertise	Fabricator

04	Where / How did the person learn their work? (conditions)	Nimesh learnt this line of work from his neighbour Govind Phadke who was a fabricator himself living in the old town of Bombay. While studying he did not enjoy college and chose to take a drop. To make ends meet at home he started assisting his neighbour Mr Phadke and subsequently carried on the legacy. He also worked in a *karkhana* in Bhiwandi for a year in between his training with Mr. Phadke. The first thing that he was taught was to understand different metals and how to work with processes of coating and anodizing them and later shaping them. After spending three years trying to master these skills, he believes it's a matter of being precise with time and the quantity of material when carrying out these processes. The shaping of the elements and the cutting on the other end need precision in measurement and geometry and understanding how these materials essentially behave.
05	How do they get their work?	Nimesh works with builders and developers largely and takes up smaller projects in his neighbourhood. The COVID pandemic disallowed him any form of work on the presidential building scale and thus he diversified into making smaller products like air purifier frames for a company in Nariman Point and making small structural changes to old houses in his neighbourhood.
06	How do they manage finances / accounts / logistics / etc?	All kinds of payments for Nimesh are done digitally. He finds this the most efficient. His younger brother helped him out and taught him how to use the interface. Some clients also prefer cash transactions. Around 4 people work under Nimesh permanently on account of the volume of the work, their fees are paid by him on a daily basis from his pocket. This leaves vulnerability in the face of situations when clients or developers and builders bargain with him and do not pay him the full fees.
07	How do they manage Human Resources?	Nimesh's *kaarigars* live in a workshop close to his house. All the people working under him, he claims are like kin and he tries to keep them happy as he believes and finds them highly skilled. On occasions of a larger project, he hires people temporarily on a project basis. He reaches out to these people through his employees and their contacts who are involved in the same line of work.

08	Problems / Issues with practices	At times Nimesh's clients expect him to fabricate balconies and extensions so that they can be covered up into flats. However, this has been illegal according to him and he has faced situations where his work has been broken down when his client refused to pay the officials. Moreover, he believes that his quality of work is excellent and thus his charges, which leads to clients not willing to pay his full fees.

Source: The authors

6. Muhammad Shaikh (repair contractor)

Table G6: Summary of discussions with Muhammad Shaikh (repair contractor)

01	Name	Muhammad Shaikh
02	Place	Etawah lives in Mira Road
03	Type of works & expertise	Contractor – Repairs of Housing Societies
04	Where / How did the person learn their work? (conditions)	Muhammad is the youngest amongst three brothers who have been in the business of contracting. After his B. Com he decided to join the family business and started learning by visiting the sites his brothers were contracting or working in. His first project was a painting and plastering job in a four-storey residential building in Mira Road.
05	How do they get their work?	Muhammad and his brothers survey some parts of the suburbs looking for buildings that are in need of repair, largely during the monsoon. He categorises how many ever societies there are, the group takes initiative and sends letters there. This is something they began recently and tested it in Dahisar and Borivali. They also check advertisements that invite tenders in newspapers for repair work. The societies check their letters and then they survey the entire building, where the cracks are, where the leakages are. Then they check the source of the leakages, from the terrace or from the water tank, after this they send a quotation
		and get the contract. Each thing has different rates, plaster has different rates, there is polymer. They do polymer treatment for beams, the bars get rust, so they treat it with anti-rust and if the bars are completely damaged, they change the bars. They usually take up large projects of big societies that span for at least 1 – 2 years

06	How do they manage finances / accounts / logistics / etc?	As they largely deal with repairing housing societies, he believes in taking an advance payment. These transactions happen partly by cheque and partly by cash in case discounts are given. The society deposits cheques after the committee members of the society assess the work. Muhammad and his brothers sign a contract. If there are cracks, they fill them and paint. If plaster falls off somewhere they redo it. Within the 12 years guarantee given by them, they do all the maintenance.
07	How do they manage Human Resources?	Muhammad has at least 15-20 working under him on a site. Since most of the work is to do with building facades, he feels responsible for the safety of the *mistrys* and *kadias* he hires. He largely recruits them from the naka in Borivali or Dahisar and prefers people he or his brothers have worked with before. If there is an urgent requirement of a specific skill set, he accesses a network of contractors including his brothers for the same.
08	Problems / Issues with practices	Faces issues with the disposal of debris. The people from BMC try to harass him and his workers. Moreover, the nature of the work, especially waterproofing fails at times, which leads to him redoing it at his own expense or at rates that lead to losses.

Source: The authors

7. Laala (interior contractor)

Table G7: Summary of discussions with Laala (interior contractor)

01	Name	Laala
02	Place	Mahim, Mumbai
03	Type of works & expertise	Interior Contractor
04	Where / How did the person learn their work? (conditions)	Laala's father passed away when he was in the 6th Grade. He was the youngest of his 7 siblings and the only male child. He shares that his family was well to do, but as time passed no one was looking at the finances of the household. He had to take up responsibility quickly to support his mother and sisters within the next 5 years. He wanted to become an engineer but found the exams and school system of very little value. He did not give his 10th Standard exam. Around this time one of

		his sisters was getting married and their house needed to be painted. He took estimates from a couple of civil contractors but found out that if he hired them then it would be very expensive for his family. To make things economical he hired labour who were two brothers and they were painters. He started renovating his home and learnt from them. He found the work hard but at the end of the painting job he was very happy with it. He also calculated and realised that it was much cheaper because he saved 30 - 35%. Seeing the outcome of his work his neighbour hired him to paint their house. He took up the work on a trial basis and this gave him an idea to begin his business. He made an estimate with the costing and added 15% as his charges and gave it to the neighbour. The neighbours compared estimates from other contractors. They found him reasonable and cheaper and the fact that he was their neighbour found it safer to hire him. His labour taught him about quantities of material and methods. He first did only painting works in house interiors and then took up exterior work of a building in Mahim. This was new and risky for him. He had to get group insurance and register his labour and learn the legalities of the site quickly. He took the risk and did the work successfully. Eventually he even started taking civil work. He has learnt everything from being all the time as he did not pursue his education. He shares that his labour who he also claims are his friends and teachers have been his best teachers.
05	How do they get their work?	He got work through his friends and family by word of mouth.
06	How do they manage finances / accounts / logistics / etc?	If it's a registered society they give cheques. Some customers pay by cash - he does not reflect this in his book of accounts. Depending on the mode of payment he pays the labour and procures material accordingly by cash or bank account transfer
07	How do they manage Human Resources?	There is skilled labour which is permanent like carpenters, masons, painters and fabricators and unskilled labour like helpers. Once he gets skilled labour and if he likes their work on the project, they did then he keeps in contact with them. Subsequently there is a meeting point called a *naka* and he knows which labour sits at which *naka* and he reaches out to them over there. When he started his work there was no phone and calling facility so he used to find out where they stayed and asked them for a contact of a nearby shop or neighbour in the chawl they lived in. He kept these contacts so that he could call and reach out in the event of hiring the labour. The unskilled labour is floating and don't have fixed contacts. Eventually Laala shares that he has a robust team and based

		on his needs his labour gets more people if the site demands it. He is involved and interacts socially with all his skilled labour, gives them loans when needed with no interest. He stresses on the point that everyone should treat their labour as equal teammates and partners. He says the toughest part of his work is how to treat and manage the labour. The fill business is dependent on the labour. No matter how good the material is and how smart he is, it will amount to nothing if his labour is not engaged in the work.
08	Problems / Issues with practices	Competition in pricing where rates are high when he uses good material. Convincing his clients to do this is very difficult. There is also trouble in supplying material. Sometimes labour is unavailable due to personal problems. His work is also timebound which creates pressure, when such problems arise deadlines cannot be met and the clients do not like it and cut down on payments. There is also trouble from the authorities when he needs to take permissions for certain kinds of work. The time, effort and cost to get permissions is very high which clients are not ready to bear. To avoid the tedious permission processes, he tries to do it without it, but there are a lot of risks for him and his client then that could land him into trouble. Also, where he works on site the rules for debris and noise change from each society to society that need to be adhered to. This has economic implications. He also has to work as per the routine of his clients which can also be difficult as the labour have their own logics of the day and their payments. After the work is done, a certain client creates disputes and cuts down on his payments. The financial implications are then borne by him and he tries to not affect his labour. Sometimes societies keep a retention money as a guarantee against his work, procuring this fund at the end of the work also has its own difficulties.

Source: The authors

8. Amjad Khan (slum contractor)

Table G8: Summary of discussions with Amjad Khan (slum contractor)

01	Name	Amjad Khan
02	Place	Behrampada, Mumbai
03	Type of works & expertise	Slum Contractor

04	Where / How did the person learn their work? (conditions)	He has lived in Behrampada all his life. His uncle used to take up work of making *maadiyas* and fitting in sinks and kitchens in the smaller lane/ society clusters. He started work as a mason under his uncle's supervision and over time took up the business. He finds a distinction in the kind of work they do in the slums versus outside, where space, time and resources are a constraint and work is done in piecemeal projects where the same contractors may not be involved and a lot of time the work is carried out by the tenants themselves. The material is also reused certain times and needs extra care to avoid breakage or wastage. There is also a distinction in the work done by the house owners who might want to add a floor or enhance an existing floor based on an event or occasion and the accumulation of funds versus the tenants. The tenants expect smaller and more cheaper estimates as the permanency of their staying here might be in question. He has to manoeuvre within these expectations so that the work done is suitable for each client's specific needs.
05	How do they get their work?	He gets most of his works through his established network in his neighbourhood. He does not bother going to the *naka*.
06	How do they manage finances / accounts / logistics / etc?	Most of the work he gets is small projects but which are substantially large in volume especially during festivals or in the case of marriages. The payment is largely done in cash through his clients who also happen to be people residing in his locality. In case the payments do not come through he tries to manage as he knows his clients closely and trusts them.
07	How do they manage Human Resources?	His team has been formed over the years and largely again live in the same locality. Since the nature of the work is such where permissions may become an issue, the team works very quickly. In a lot of cases the second generation of his team also join in the same work or want to learn from Amjad to become a contractor and then begin taking smaller painting and repair works themselves and also aspire to go outside to work in places that are not slums.
08	Problems / Issues with practices	Amjad calls the type of work he does as "RP" work which comes under "Repair Permission" in the incremental neighbourhoods. He needs to manage the police as well as the ward officers. The older ones know him because he has kept good relations with them but when some are transferred here the process of convincing them to not cause a barrier in the work has substantial financial implications of paying bribes. It also depends on the type of work, no one troubles him if it's a small change and alterations. However, if an entire house has to be done or a floor has to be added then he has to mobilise a large team and they try to finish work that would take 15 days in three days from Friday to Sunday. In such cases the margins of profit are higher because the work is risky

		but also the payment done depends on the availability of resources by his clients. This means that delays are expected based on access to resources and their mobilisation. He tries to manoeuvre through this by taking small loans to make partial payments to his team. Since these are not bank loans, the interests are higher and he also has to mortgage some of his assets like his son's bike.

Source: The authors

Annexure H: Alternative Practices and Other Organisations

1. Hunnarshala, Bhuj

Table H1: Summary of discussions with Hunnarshala, Bhuj

01	Person (s) interviewed	Sandeep Virmani
02	Broad Orientations & Focus	Hunnarshala has four initiatives: 1. Abhat Design Studio 2. Aina 3. Sankalan 4. Karigar shala) and Sahjeevan. Together, their broad orientation is: • To reduce emissions in the built environment • To work with disadvantaged communities • To work as incubators and collaborators for several organisations that deal with local governance, women's issues, agriculture, water management, bio diversity conservation, pastoral communities etc.
03	Ideas about what needs to be taught to students	• Engaging with communities • To work in spaces of discomfort and eventually cross that • To use their hands • Reading beyond one's discipline • Learning to build
04	Current Practices	• Abhat: Design Studio + Social Research • Aina: Providing artisanal services, housing and working with disadvantaged communities • Sankalan: Artisanal Services and technical research • Karigar Shala: School for young artisans
05	Logistical Managements	• Hunnarshala and Sanjeevan work as two organisations. Hunnarshala works in the built environment and Sahjeevan that enables marginalised communities to systems, regenerate and conserve the ecologies and reinvigorate their livelihoods, including conserving traditional water management, wildlife conservation, pastoralism, organic farming and crop seed conservation. • Each of the four sub initiatives mentioned above have 10 - 15 persons working in them. From each organisation senior faculty reserve 2 - 3 months for teaching. • Abhiyaan has set up further programmes; 1. Khameer, Setu: working on local self Government 3. K Lind: Working on IT services. • Aina and Abat have 70% funds from services they provide. 30% from grants. • Have established a large network of organisations across South Asia

06	Impacts	• Have made architects realise that there is a huge heritage in building traditions • Architects have realised that working with artisans is useful for them • Technologies that were not in the commercial space have now received validation • The local technology promoted is not a part of the schedule of rates in various states. • In cases of PMAY rural, the organisation has been able to get designs whetted • Have reached out to several educational institutes and have made some impact on curriculums. Although a lot more is required. • In the last 20 years have been incubators for 14/15 organisations • Started during the Bhuj earthquake. Set up *setus* - 33 organisations, each providing services to 10 / 20 villages in terms of shelter and infrastructure needs; Built 22000 temporary shelters in collaboration with NGOs; Helped Government design the Shelter policy - owner driven approach established. This is now a well-established package including planning, student volunteers etc; Introduced stabilised earth construction; Trained 300 masons; Facilitated social workers in each *setu* to deal with people who did not have homestead land in the owner driven approach. • Artisans who train in Karigar shala become more confident. Get jobs working with master artisans.
07	Hurdles	• Makes losses in most projects. Corpus developed over last 33 years helps through the dips. May not be sufficient • The organisation does not pay very high salaries • A lot depends on leadership in the organisation • Working with the government, advocacy work sometimes becomes a problem. Not all ideas go forward.

Source: The authors

2. SeaLab, Ahmedabad

Table H2: Summary of discussions with SeaLab, Ahmedabad

01	Person (s) interviewed	Anand Sonecha
02	Broad Orientations & Focus	To work as far as possible with the 95% population that architects don't engage with
03	Ideas about what needs to be taught to students	• Learning from life and how people live • Learning from how people build • Updating the above two approaches to suit contemporary needs

04	Current Practices	• Working with an NGO to build a school for the visually challenged, under privileged children • Building a community centre for teaching organic farming mobilising local technology and learning from extant building types. • Working on repair and retrofitting a flood prone housing complex for a community affected with leprosy.
05	Logistical Managements	• Runs a small frugal studio in Ahmedabad.
06	Impacts	• Have experimented with repair and retrofit of 14 houses • Have experimented with experiential social spaces for 60 visually impaired underprivileged children. The school is designed to accommodate 100 children currently with possibilities of future expansion • Engages in several forums and pedagogical programmes to spread awareness of the process of working and of ideas of spatial justice experimented with.
07	Hurdles	• Small office that works very closely with communities and practices. This is difficult to scale up for the studio. However, their engagement with other educational institutions and architects' forums helps to disseminate the methods.

Source: The authors

3. Bajri Collective, Chandigarh

Table H3: Summary of discussions with Bajri Collective, Chandigarh

01	Person (s) interviewed	Harleen Duggal and Apoorva Sharma
02	Broad Orientations & Focus	To connect students of architecture with architectural practices that are involved in hands-on work
03	Ideas about what needs to be taught to students	The organisers believe in ideas of sustainability, durability. They have been following architects who have been experimenting in building making. The organisers themselves want to learn about these techniques of building. They believe that lots of people want to build better, but just can't because of the lack of skill and there are no places to teach. At the same time, there are architects who are experimenting in building. Both of these groups can be brought together. They are personally connected to the practice. They like the labour aspects of things - they like hand crafted rather than industrial made, they prefer slow processes rather than fast ones. They would like to know about the lives of the labourers rather than treating them as pure suppliers of labour.

04	Current Practices	They conduct workshops for about 20-50 persons for 1-3 days with fees to cover basic costs. The schedule depends upon the availability of such sites where architects are experimenting and willing to share their experiments.
05	Logistical Managements	The entire enterprise is dependent upon availability of sites. Once the sites are available, then through WhatsApp and social media groups the workshops are announced. The logistics are usually kept simple such that more people can afford.
06	Impacts	The students learn about newer techniques of construction and gain hands-on experience.
07	Hurdles	The scheduling is not predictable making the whole programme difficult to institutionalise. This can only work as an extension to another practice unless modes and methods are changed. Moreover, funding for the programme is also an issue as it has a risk of becoming an elitist activity if the fees are not kept low. And if the fees are kept low, then there is a restriction on the activities that can be undertaken. This calls for financial support from external agency or locating the activity within an academic ecosystem.

Source: The authors

4. ThumbImpressions, Ahmedabad

Table H4: Summary of discussions with ThumbImpressions, Ahmedabad

01	Person (s) interviewed	Sankalpa
02	Broad Orientations & Focus	• Multidisciplinary and collaborative design practice (collaboration is a dialogue to choose the best out of it. It is formed by an open and honest acceptance of the strength of the idea shared by any team member and the other members' ability to recognise and integrate it. This differs from consultancy, primarily based on the expertise as the beginning point and solution provider as the primary role. Collaboration has much expertise willing to work together to strengthen the idea. A consultancy is a process of getting a solution to an identified problem. A collaboration has expertise built into the team, whereas a consultancy may have collaboration built in.) • "Making" means attention, and makers are seen with concern (the outcome of making is as important as the process of making and what happened in the process with the people who made it.)

		• As far as possible, a visible assembly of details • Space as a composition of construction • Making practice work financially for the well-being of all involved in making it happen
03	Ideas about what needs to be taught to students	• It is natural to be in a dilemma between personal fulfilment and what needs to be done for the larger good. It is nearly impossible to produce knowledge alone and to know means to recognise we know far less than the collective knowledge available at any point. Therefore, contribution as a team member is as important as being good in some areas. • A piece of information becomes knowledge when experienced. Therefore, what we speak may be part and experience of other's knowledge, not ours. It needs to be distinguished as a student. • Architecture is supposed to solve problems, and it expresses itself in the process of doing so. At its best, it is elevating; at its least, it is functional. • Construction is the mediator between architecture and structure. Construction at its height embodies both. The command over construction is the essential learning every architect needs because all spaces are manifestations of construction skills. Construction embodies both function and aesthetics by necessity, if not interest. • Basic bodily understanding of structure as a tool to visualise flow of forces in any object and strategies of predictable manner of failure is essential
		• The forces of disruption challenge the status quo. When perplexed by the glare and spectacle, it is essential to resort to the fundamentals. • Each tool comes with its own set of advantages and disadvantages. Recognise it instead of having a dogmatic view. • You are paid for being responsible more than being creative • Identify what architecture can do in a problem and what it cannot do. Do your best for what it can do. • Awareness of social, political and economic realities (human derivatives) within which architecture operates. This is to offer a more critical outlook. • Entrepreneurship • Architecture is a poetic fulfilment of life, but it appears, to reach there progressively is to suffer progressively. It needn't be glamorised as it should be true for all knowledge forms. • Skills in isolation is the most conservative way of teaching. There are more ways that need to be explored where critical thinking and questioning the status quo is as important as constructive engagement. • Clarity is a disease but it's a necessary one. To clarify is to empathise oneself first.

04	Current Practices	• In general, we need to push for more innovation and research • Showing signs of greater diversity • Needs overhaul in the way we access architectural practice today • Far more intelligent work needs to be done in the way we build today. The rationalization of construction is totally with developers and contractors, where most architects have been circumstantially pushed to being backhand drawing producing agencies. One possible reason could be a total lack of financial literacy. • Where will one show their design abilities if one does not get work? If the primary client of architects is developers today, then it has lost ground to find direct access. There are few offices that have shifted to other models of practice. • An architectural fraternity is a group of well-meaning people but the way the world works is significantly changing. A balance is the least legitimate step possible by establishing the value of good architecture in the general mass.
05	Logistical Management	• Very early in our career, we recognised that our society is not fully aware of the relevance of spatial design. Therefore, it has developed a casual outlook towards professionals which gets reflected in the financial situations of young architects. We learned that it was easier for a client to pay for a brick; making sense of architectural fees was difficult. Soon, cash flow and long cycles of return in architectural practice in its conventional definition of "spatial design" pained us deeply. We were perpetually cross-subsidizing. With our deep interest in "making" as a team, we learned the relevance of seeing architecture from the lens of making, economy, etc., instead of spatial design while engaging with non-design clients. Our interest led to the setting up of the furniture and build wing to cross-subsidise the design wing. We wanted to design, but we soon realised that the type of practice we saw as examples was not relevant to us. So different wings of ThumbImpressions have different cycles of financial returns. • The practice has four partners. One engineer and the rest are architects with formal urban design and photography specialisations. • The ThumbImpressions build, and ThumbImpressions furniture largely takes up turnkey projects. The build wing also provides other types of technical support to other offices and clients. • All the wings of ThumbImpressions have full-time employees. Currently, ThumbImpressions build because of its execution nature follows a model of only head artisans on payrolls for each team. There are three teams of execution and a junior engineer overlooking the operations. So far, we have found and sustained work for all the workers associated with us. All the wings are headed by each partner of ThumbImpressions.

		• It has a studio model but is very close to the construction aspects of architecture. The design wing is completely synchronised in inputs with build and furniture wing and vice-versa. Currently, the design and furniture wing are stationed at Surat. The build wing is stationed at Hyderabad. • Our bias is towards the environment. We try to incorporate this concern in whatever small or big way we can. We work with multiple materials. • The architecture course should start in schools like physics or geography under the broader title of Built Environment
06	Impacts of the Practice	• Have reoriented architectural pedagogy to bring in working with sustainable materials and to think to architectural tectonics
07	Hurdles	• Getting new work is a challenge • Conversion to actual work is not so great for design wing, unlike the other two wings. • Getting a responsible architect is a challenge.

Source: The authors

5. Matter, Goa (awards and publishing organisation)

Table H5: Summary of discussions with Matter, Goa

01	Person (s) interviewed	Ruturaj Parikh & Maanasi Hattangadi (interviewed on 25 November, 2022)
02	Type of the Institution	Private, Publication House, Web Archive, Curatorial Practice
03	Main Activities	Studio Matter is a small private practice involved in publishing, curation and documentation and archiving of projects in India. It invites projects to be discussed by a reputed group of architects, who then draw up a “Merit List” for that year. This “Merit List” is then published as a book and also as an online archive.
04	Role & Relationship with Architectural Education	Studio Matter through its process of publishing, curation, conferences and web archives creates a space of validation for projects in India.
05	Ideas, Visions, Focus, etc. regarding education & students	1. To shift the focus from architect as hero to relevant work being done in India 2. To promote counter cultural ideas 3. To focus on the processes followed by architects 4. The long-term agenda is to affect the culture of architecture in India in practice and pedagogy

		5. To create large repositories of good projects. This is currently done through one print publication and a web resource on thinkmatter.in 6. To create a platform for validation of good architecture. Currently done through The Merit List (TML) initiative by putting together a selection committee every year that deliberates and puts together a "long list" and a "short list" of projects that send in their applications each year.
06	Current nature of relationship with architectural colleges	No direct link to architecture colleges. However, links dissemination possibilities created for students through the archives, conferences and seminars organised.
07	Issues & Problems relating to / impacting education	1. The organisation has very less financial support. 2. Scaling up is an issue in this case.
08	Opportunities & Possibilities for education	Spaces like this are extremely important to build a culture of autodidactic learning among the student community, for architects to have access to the works of their peers and to create a space to validate and discuss relevant architectural works that do not fall into the trap of the consumptive logics of other publication houses.

Source: The authors

5. Architecture Live, Jaipur (online magazine)

Table H6: Summary of discussions with Architecture Live, Jaipur

01	Person (s) interviewed	Rajesh Advani (interviewed on 11 December 2022)
02	Type of the Institution	Private, Online Publication House, Web Archive
03	Main Activities	Takes up current issues in the architectural discipline and profession and writes about them on an online platform; has also produced two important compilation of works; and also has an archive of interviews and works.
04	Role & Relationship with Architectural Education	Architecture Live imagines itself as a "watchdog" for the discipline and the profession. It also imagines itself as an archive and a repository of material that students can use.
05	Ideas, Visions, Focus, etc. regarding education & students	The magazine wants to be interrogative and critical towards the cause of improving architectural education and practice. Over the years it has been raising issues regarding fees, gender, admission processes, internship, harassment, etc.

06	Current nature of relationship with architectural colleges	No direct link to architecture colleges. However, links dissemination possibilities created for students through the archives.
07	Issues & Problems relating to / impacting education	The organisation has very less financial support. It obtains some crowdsourced support from architects and well-wishers.
08	Opportunities & Possibilities for education	Spaces like this are extremely important to build a culture of institutional interrogation and self-reflection.

Source: The authors

Annexure I: Responses from Pedagogues

The draft report was presented to pedagogues, scholars and practitioners from around the country on 11 February 2023. Following were the responses:

1. **Manoj Mathur - Professor and Ex-HOD, SPA, Delhi**
    a. For the current research, the samples are located in areas with a high concentration of architectural practices. The research is limited to these dense areas, so a policy based on these findings may have limitations.
    b. The research needs to be more structured and systematic, and it should be able to be validated correctly using the data that has been gathered in advance.
    c. At SPA, Delhi, with more than 80 years of history, set patterns of working, attained comfort conditions and structured bureaucracy, SPA finds it difficult to change and innovate.
    d. SPA provides an exit strategy in the middle of the semester for students who have decided they do not want to study architecture; or broaden their focus to include other aspects of design. It was regarded as being beneath respect. Students graduate and go on to pursue careers in a variety of industries such as management, advertising, piano playing, and so on.

2. **Jaideep Chatterjee - Dean, Jindal SOA&A, Sonipat**
    a. Jaideep Chatterjee mentions that there exists a tautology that is inherent to the very proposition that is being considered. What exactly does one mean when they talk about architectural services? What categories of services are we discussing here? When we talk about a specific type of service, do we exclude other types of services that individuals might be offering, perhaps not architects but people who are like architects?
    b. Is it possible to orient architecture education towards providing services of this above-mentioned nature? Or does the very nature of the term preclude consideration of the possibility? The history of architecture raises the question of whether or not the past itself limits the possibilities.
    c. Should architectural education be directed towards these kinds of services and if so, are we heading back towards a singular narrative of what architectural education does? With respect to education, does singular narrative work?
    d. As mentioned in the presentation, if one mentions 5%, do you mean 5% of the total population or of the households? If it is five percent of the population, then the country of seventy million people only needs twenty-five thousand architects. There needs an informed basis and data to support this argument.
    e. Going against the dominant narrative of what education entails, the singular innovation at JSAA is the realisation that there is no dominant narrative for the institution as a whole. The objective is to move away from the Euclidean space of disciplinary understanding, away from the central, core, and peripheries. Instead, the focus is on developing a deeper comprehension of knowledge and disciplines as spaces of intensities that are continually being made and unmade.
    f. There are no horizontal years at JSAA, there is no progression at the institution from one year to the other; instead, students choose what they want to study and pick from 16 different

minors offered across the university in addition to their main course selections. At the law school, as well as in the environmental studies, liberal arts, and sociology departments, etc. There is no discernible order to the events that take place. The students as they join bring with them a certain rhythm of learning and a flavour of education.

3. Shekhar Garud - Academic Coordinator, PVP, Pune

a. Architectural education is considered elite education. After completing a five-year programme and with different services available, it is unreasonable to anticipate that people will construct a modest home. Those individuals require services that bring them joy and ensure their safety, and those services are accessible from the outside world, which is why the government has launched many programmes and NGOs. In Pune, non-governmental organisations (NGOs) offer training programmes that last one to two years and cover plumbing, concrete technology, and electrical services. Beyond the confines of our current architectural education system, a structure already caters to these small-scale requirements. Moreover, arises the question of who exactly is the one who commissions architectural work.

b. It is not my intention for the architects I have instructed in providing higher-end services to go back and work for modest requirements. If that is my approach, I will train students from that client strata, and they will be responsible for providing such services. Due to the specialised nature of our work, the architectural education we receive is not required to consider this.

4. Aneerudha Paul - Ex-Director, KRVIA, Mumbai

a. Council of Architecture (COA) carries out education by an act. Do we require a law? The fact that there is an act, there is something public to it? There is a responsibility when you serve under an act.

b. The duties of the state and the COA - Following the establishment of the state, castes and other social groups were given access to education. The state is significant, has been binding, and has implemented controls. Due to this act, Kamla Raheja Vidyanidhi Institute of Architecture and Environmental Studies (KRVIA) was previously Mumbai-centric and is now state-centric. Although the institution has its issues, there are also advantages. They allow the post structuring to be flexible.

c. Several questions emerge such as,

   i. Can we teach students from other areas? It seems to be possible to impact and affect the Council of Architecture, can we develop new strategies?

   ii. Why should the public not hold the private accountable? How can we contribute in a meaningful way to the field in order to create sustainable futures? It is a topic that has to be addressed.

   iii. Is there any localization of experiments in the structure that COA provides? The course on Humanities is brief, but why don't we also consider how design and technology are oriented? Is technology taught with a social orientation? Is the course relevant?

   iv. Is the course design intended to accommodate the diverse sets of students we get? Does the thesis serve as a sign of this? What concerns do the students have now that they have been enrolled for five years?

d. We require a paradigm shift in the field of architecture offices. How did we determine our

sample of 100 practises, and who are the 100 practises that we are looking at? A much-required paradigm shift in architectural offices can be sought through collaboration with education institutions. Award systems give awards to individual offices that are antithetical to sustainability. Offices should be held accountable because they have a duty towards the society.

e. We draw inspiration for our research paradigms from sociology or technology. Thus, we must define what architectural research is. Research areas in architecture need to be worked on more.

5. Shilpa Sharma - HOD, AOA, Mumbai & Ex-Com, IIA

a. The two proposed alternative explanations are alarming, but there is a depressing remark on the education being developed for all these years.
b. Here the virtues of rote learning, practise, and the method are up for debate. Assessment systems may or may not have merits. What is the ratio of memorization to practice-based learning?
c. We had a single design issue that we had to solve, including the engineering, working drawings, and some of the specifications. To some extent, it helped us understand that the project possesses all of these traits. Instead, all of these requirements must be designed by a single person who at least is aware that he must work with numerous organisations to finish the project.
d. The assessment method is so disjointed and fragmented that it loses the collaborative nature of the architectural discipline and the notion of being a designer who must work with others. So, is there even collaboration in architectural education? Is there a predetermined teaching approach for architecture? From a master artisan who completed every task by himself to our students, who need to understand that they are now master collaborators.
e. Do we need to include logistics in architectural education to send the student out knowing the bare minimum of what is required.
f. Architecture research is very nascent. We frequently need to develop our own methodologies to learn information for our research. We do draw inspiration from psychology, technology, and the social sciences, but unlike other areas, architecture does not have a predefined approach because our profession is defined by integration. A one-track approach should not be used in architectural research. How do we train our students?
g. In terms of communication drawing, drafting is an effective technique for communicating design concepts to a variety of target audiences, including technical drawings, municipal drawings, 3Ds, etc.
h. COA training programmes simply reiterate what we already know, without providing fresh ways to think along with newer teaching methods? Training programmes require a re-evaluation.
i. Publishing in journals is impossible for architects because we aren't trained writers and can't communicate with the public via text. How many of us can describe the spatial experience of space?
j. In Brihanmumbai IIA Dissertation Awards, we invite professionals serving as judges, and we are organising research seminars. Despite wanting to be involved in education, IIA is having trouble. IIA wishes to work with academic institutions.

6. Aparna Surve - Dean, DY Patil COA, Mumbai

a. I am attempting to examine various factors, from very practical to structural factors to legal and administrative factors. It is a detailed study, and I believe developing a narrative for these meetings may have been challenging. However, I can see how much work has been done, so I once more

commend them for that and for putting forth some worthwhile ideas for us to take home.

b. What does an architect do, and what is their job description? - This must be described as a continuous process.
c. Maintaining student diversity and student-centric learning as a fundamental process would cause the entire methodology to change, directly impacting curriculum and syllabus design. The pedagogic practices are rigid unlike the structures of the education system.
d. What more can we do as architects? Moreover, how can we use our schools to reach the remaining 95%? How can I get involved with my school? We need to experiment towards this.
e. Every school has a distinct personality and ecosystem; at our school, for instance, we can get health sciences in our school.
f. Are we interdisciplinary? Do we integrate disciplines? What are the boundaries between these fields, then? We have a variety of specialities. We are multidisciplinary.
g. The pedagogy should include apprenticeship-based learning because it has enormous value and should originate from artists, craftspeople, and everyone else.

7. Neelkanth Chhaya - Architect and Pedagogue, Ahmedabad

a. Before the earthquake of 2001, when students participated in measuring damage, we all saw buildings as art. With this foreground, the question was should the semester continue in the same manner as it has so far? At that time, we reoriented the studios to focus on post disaster construction systems.
b. Faculty from Bihar was sent back after the Kosi floods, taking students with him as interns so they could learn about the situation there.
c. My office practically moved to a village in Saurashtra, where we were contracted to build 700 dwellings. My only regret is that individuals who have been through these experiences are now advocating for a different type of architectural practice. Working at that social level takes a great deal of internal motivation. Both of these events altered the pedagogical and architectural ideas.
d. Hunnarshala - Karigarshala accepted boys who stopped their studies in the middle (not in the ITI boards). They studied carpentry and electrical, and their education was completed, costing a lakh of rupees. They became excellent craftsmen and started working and running businesses. However, very few of them went back to the villages.
e. The intake issue is crucial because we only receive top urban students due to escalating tuition costs, educational requirements, and course length. The batches changed because the kids were not doing too well in the first year following the Mandal commission, SEBC - Bakshipanch reservation. However, from the second year, they topped due to their genuine artisanal embedded experiences. Diversity in intake is extremely important.
f. It is crucial to comprehend economic pressure and shortage. This can't be left completely to the student. One learns about privilege through RSP programmes that involve living in villages. Language from the streets must be used in the classroom.
g. Assigning grades based on the subject matter and resources we use is flawed since students' aspirations to join elite systems are common when they first enrol in school. However, this requires a societal shift and cannot be accomplished by an institution. Aspirations are consumptive.

8. Vishwanath Kashikar - UG Coordinator, CEPT, Ahmedabad

a. Do skilled architects need to interact with the remaining 70% of society since, according to the hypothesis, they cannot engage with it? If so, is the issue with architectural practice models or with the goals of architectural education?
b. Is the connection between practice and education essential? Is the creation of technically proficient practitioners the only purpose of professional education? Contrary to what should be the case, education is often seen as a subset of discipline. Education must play a far more significant role. Electives course is seen as an empty gesture more like lip service.
c. How do we foster empathy, collaborative practice through education? It is something based on discipline. Curriculum and syllabus are two different things. The curriculum is a position document. In their ideal positions, most of our curriculum or syllabus documents question what education is doing and then translate that into pertinent syllabus documents. In contrast, the lesson plan and pedagogy are distinct topics discussing how to teach.
d. I believe that right now, the emphasis is on the syllabus, which is the actual content of what is being taught. What are the few paragraphs that are written before subjects one and two are discussed, and how frequently is that debated? That is vital information. Moreover, I do not believe that architects alone can accomplish that; we need to recruit a much bigger group of people, including those with a history of supporting education.

9. Rohit Shinkre - Ex-HOD, AOA, Mumbai

a. It is very dangerous to look at the percentage of people who access architectural services. The client is not hiring me but my work is affecting a lot of people. The bus stand projects are such a case.
b. The subject of spatial justice is fundamentally social, transcending both profession and institution.
c. Moreover, suppose I compare architecture school to medical school once I graduate. In that case, I can choose between working in the primary healthcare service in Gadchiroli or at Apollo Hospital in Mumbai, depending on what kind of career path I am interested in pursuing. That is a possibility I have at my disposal. It is related to the other issue of the manufacturing of homes.
d. A more comprehensive housing policy would make it more accessible. The graduates need to have a choice, it's not that they are not equipped. There are no opportunities currently.
e. Education should prepare students for their aspirations, which might encompass various activities. The students should decide what they should do with the practice. Pedagogy should not impose biases which is Important given the diversity of students and practices which are emerging.
f. The discipline of architecture versus the profession of architecture. Suppose architecture is a kind of artistic expression, then. If this is the case, if yes then do we need to emulate structures from non-creative disciplines. U.S. higher education, where earning a B.Arch, M.Arch, and Ph.D is a business model, may be followed without formulating a clear research subject. Our budget allows for ten years of schooling.
g. If you examine institutional and governmental innovation, you will find that it occurs despite the current governing bodies that do not allow for the same. The government's role in making rules should be reduced to its absolute minimum, which is not all that much. Reduce the size of the regulatory systems and allow diversity to thrive according to the specifics of each institution's location.
h. Take a more historical perspective on issues of gender and caste. From the students of the

reserved category groups, those seeking security in their careers often favour public sector jobs. Therefore, avoid going the route of private practices. Establishing a private practice takes time, and support from family for initial finances.

10. Sameep Padora - Architect, Mumbai

a. A similar survey would be important for the students who did their internship to see if their expectation matched the kind of practice or did they find the practice underwhelming and not matching up to the level of education that they received?
b. Is there a disconnect between how practice and academia are perceived? What options are there for practitioners and practises to pursue questions? I am a practitioner. Thus, I just have questions. After that, I follow the question and I write books about housing or conduct research. How can we create values that benefit academics and these practices? Can the institute establish these connections?
c. The following questions were raised,
    i. How does one build a home for Rs.1000 / sq. ft.? Does this get discussed in the academic realm? How do offices think through it?
    ii. What perceptible values can we, as architects, bring to a house? What exactly do architects do?
    iii. When ultra tech and AI come together, they create house ideas for tier 2 and 3 towns serving the underserved population. Do we need to reevaluate schooling to reflect technological, business, and social changes?

11. Vidya Raghu - Professor, BSSA, Mumbai

a. Fundamental questions include the underserved population, 90% of whom do not receive services and spatial justice. There are three perspectives on this; First, providing architecture as a professional service requires effectiveness, skills, and knowledge for the student to stand on her own two feet and earn a living. Second, Architecture is education (education being human potential) and explores potentialities based on choice and societal implications. Third, consider the premise that society requires architects to contribute to society in ways other than acquiring knowledge and financial gain (we need large-scale solutions, but we also operate in the realities).
b. In order to structure working methods and shape pedagogy, there should be clarity regarding the dimensions we are using. Every student will work, be independent, and develop moral character in some way, and some will be able to contribute to society.

12. Shilpa Ranade - Architect / Gender Researcher, Mumbai

a. The following questions were posed,
    i. Is it correct to assume that architectural services are material, tangible services when there are also intangibles? Interdisciplinary. It should be fertilised. You cannot abandon rigour. An anthropologist or sociologist cannot be an architect.
    ii. Do we understand the preferences of the 95% for architects? Are we treating it with a patronising attitude? Where does the urge originate? to protect the planet?
b. College ideologies are becoming more polarised. Some places focus on the product, and some

focus on the building but miss criticality (critical thinking and a sense of the history of where we stand). Not as a linear progression in history. A project could be conceptual in the beginning rather than drawing the threads of poetry from the site itself, where the latter should be focused on. There is also a concentration on processes where the materiality becomes accidental.

13. Soumini Raja - HOD, AVANI, Calicut

a. The concept of a professional service— is it to be able to build? Is it crucial that an architect builds something? How do we educate students on the advantages and disadvantages of the building? It is essential to research and formulate meaningful questions. Then, we presume that an architect's services are limited to construction and do not consider that they might conduct a study outside of this framework.
b. However, shouldn't architecture already be sustainable regardless of practices that claim to be sustainable? Isn't architecture supposed to be socially conscious? Given the contemporary environment of poverty, climate calamity, inequality, etc., why don't we teach? Who teaches, what, and how we research should be the core value of any school.
c. Irrespective of whether or not they use orthography, it is crucial to encourage kids to think visually rather than analytically. We should broaden the definition of "architectural practice" and include areas not always related to construction. These practice modalities—research, academic practice, site- and material-based work—are acceptable.
d. Al Jayuera works is a documentary about people who identify themselves as Guerilla architects. Do we then need these boxes and definitions? I believe that academies should allow students to build their practices. Can a slum dweller afford a professional architect?
e. How do organisations try to create and construct these kinds of projects? Who then instructs architecture in these institutions. Will COA permit core academics who construct to be craftsmen? Who can become a teacher?
f. We must reconsider our approach and inquire why just 90% of people contact architects. Is it because of experience or past practices?

14. Poonam Batra - Prof. of Education, Co-Investigator, TESF

a. The educational system for architects is just as bad as the school system. Equity, social justice, and the anthropocentric aspect of it are all included. The environment, which is far more significant, gets overlooked while humans take centre stage.
b. The following questions emerged through the discussion,
    i. How to incorporate lived experiences; Why do 90% of people not request for services (equity question).
    ii. How can they alter the conversation in the classroom? One curriculum is inappropriate. The set of concepts provided by Taylorism or Bloom's Taxonomy is not the programme's foundation. The deliberative agenda of the curriculum must be contextualised in light of the social contexts of the student, the instructor, and the curriculum itself. Promoting NEP is not a good idea.
    iii. Given that institutional buildings are incredibly harsh, why don't they consult architects if architectural education aims to bring dignity to society? Architectural education needs to incorporate a communitarian perspective.

iv. The development of habitation and elevating habitation must be taught in architectural education.
v. Why is regulation necessary? Where most education provided is also private? Is the private sector profitable? Can the private sector produce critical teachers? When education is a commodity, the private ought to be held responsible.
vi. Only pedagogy seems to be at fault; the regulatory bodies are not the issue. The regulations seem to be constantly lowering the standard of education while attacking public institutions that are doing good.
vii. Reducing education to learning - instead of training architects, we should educate students by bringing the curriculum to life and going beyond learning outcomes to learning experiences inside the classroom. Teach the rich to face the realities of the underprivileged. Co-learning education existed. We need the institutional framework needed to support and carry out NEP.
viii. It is a fact that economic liberalisation, which began with neoliberal policies in the early 1990s and education policy around 1986, is the discourse that has wholly replaced discussions of education. Some discuss effectiveness, accountability, returns on investment, and education, but that is it. We are not discussing what goes on in the classroom. Since NITI AYOG has said that the right to learning should be the right to education, a set of learning outcomes have been incorporated into the legislation. Instead of just training them, architects need to be educated. Inside the classroom, learning events take place. The curriculum must be interactive and experiential in the classroom.
ix. Through curriculum involvement outside of the four walls of the classroom, you can educate the privileged to face the realities of the disadvantaged.
x. Architecture is a single discipline, while education is a meta-discipline in terms of knowledge. Why shouldn't a sociologist be on the faculty? Why shouldn't a philosopher be? By integrating transdisciplinary and multidisciplinary approaches, content-driven education is introduced to the institution. Multidisciplinarity needs to be revised.
xi. Students must be admitted with a purposeful diversity.
xii. The question worth investigating is how much theory we teach instead of engaging with the field. Research a phenomenal learning framework. Instead of teaching reservation policy in classrooms. It provides us with analytical and comprehension tools. It is a pedagogical method.
xiii. Because frameworks do impose limitations on us, are innovations institutionalised, or do they occur at the level of the individual faculty? Agencies of structure do hold. Moreover, they decide how you teach. Both curriculum pedagogy and assessment must be developed concurrently.

c. Environmental and social justice are inextricably linked, with education as the transforming force. It is a matter of prioritising certain things.
d. We must recruit experts from the architectural professions, not just for aesthetics but also for social protection measures and aiding those on the edges.
e. Does the state have to withdraw? Making money is the private sector's top priority. With governmental investments, the public and private sectors must work together.

f. The NEP distorts the location of instruction in interdisciplinary compositions.
g. We are also responsible for defining sustainability in terms of social and environmental justice.

15. CP Stephen - Director, RVS Chennai

a. The assumption is that architects are expensive, whereas the architects work for a measly sum. We occasionally work for no pay.
b. The issue with faculty training programmes is the faculty learns the same things they already know.
c. At RVS, we initiated a training course that evolved into a teachers' conclave focused on teacher contact and discussion.
d. Students may study architecture because they want to travel, work in the gaming industry, or for other reasons. Parents and guardians need to be counselled as the Parents inquire about their children's earnings at the start of the course.
e. One of the three areas our college focuses on is becoming future-, market-, and industry-ready. Architects are like film directors; they collaborate with civil engineers, plumbing specialists, etc., to realise their vision for the project.
f. Privatisations cannot be halted; thus, the emphasis should be on what can be mobilised.
g. At RVS, we work with all practices and colleges. Anyone is talented and fascinating. Consider colleges as partnerships or friends rather than as rivals. Take positive aspects from each institution.
h. We also believe that learning from other universities through collaboration is an effective way to stay relevant. Five pillars of our school are: 1. Live Project; 2. Vertical Studio; 3. Summer and Winter Schools (based on related fields); 4. Finishing Schools (teach marketable skills by bringing in experts); 5. Technology; robotics; collaboration with FOLDS Design Studio; creating a course under the Academy of Advanced Building Construction.

16. Rajshekaran Menon - Academic Chair, SEED, Kochi

a. Is there a successful union between theory and practice? Is there a geographic breakdown of how these services are provided across the nation and its states for the 5%?
b. The educational system alienates one from practising in unfamiliar or foreign geographic locations. It is important to place the concept of the architecture ecosystem in its proper context.
c. At SEED, we created the living monsoons programme, which looked at the world's precipitation-rich zones to create new geographies before inviting practises from these regions. Localization and contextualization are essential for education.
d. There is an absence of postgraduate programmes and this speaks about Kerala's status of architectural education.
e. What pedagogy is relevant in this situation? It could not be a national narrative, can it? The ecological issues are vastly dissimilar, as are the circumstances.

17. Kunjan Garg - SEED, Kochi

a. It is more relevant to think about spatial production as 90% do not need the involvement of a professional designer.

b. The architect's role is to configure space. It cannot be recognised unless a spatial configuration has a form, and Form is material dependent. We are unable to separate the two. You see, this leads to forming a specific type of co-discipline. As a result, the field is broad and has its beauty. Although there is no national narrative, a shared minimum programme may exist.

18. Vinod Aranha - Director, NITTE, Mangalore

a. In the sixth semester, we implemented the cooperative education internship model, which allows students to choose whatever field they are interested in working in. co-op education. You can select from a variety of electives in the sixth semester. Students complete the COA-mandated internship during their eighth semester.
b. At NITTE, we have introduced skill-based and travel-based curricula for summer and winter school. Value-added initiatives, projects, independent study, and internships. Graduates can pursue careers in a variety of fields thanks to the 24 categories of electives that are all credit-based and help mould them.

19. Ravindra Punde - Trustee, School of Environment and Architecture

a. In the research, it is critical to note where the students are right now because it is possible that some have left traditional schools and entered other fields. Confirming what we are instructing might also allude to the inconsistencies of what today's aspiring architects are doing.
b. Consumption is the foundation of the economic system, and consumption is the definition of development. What does the term "sustainability" mean? It is intricate. Geopolitics is a significant motivator for what we do in class. We need to position ourselves carefully.
c. We should have technical and artistic merits and intangible qualities like compassion and teamwork as part of our core discussions at the institute.
d. Time has an extraordinary dimension, new technologies are developing at an incredible rate, yet the 90% problem still exists. How should architects be trained? We must design flexible and agile frameworks where students have a choice.

20. Reeveezee Antony - Academic Innovator, RVS, Chennai

a. Let us Investigate the shift in the curriculum as well. The curriculum has altered twice in the previous eight years after remaining unchanged for 20 years. Why are we evolving so quickly? Moreover, who creates the syllabus? Do teachers frame it, or are they separate board members?
b. We should stop considering 90% as a design issue. We should rather learn from the 90%.
c. Architecture is a service. Architecture is not an essential service. If we are impacting 5% let us do that well. We can only alter the world, if architecture is considered a necessary service.
d. Being an architect is simple if exams are evaluated. Changes must be made to the Assessment system.
e. State boards and universities, who are much more familiar with the curriculum and syllabus than the COA, should inspect and review the work and institutions more.

21. Kiran Mahajani - Director, Ayojan, Jaipur & Member, COA

a. Determine the best ways for us to proliferate throughout society. Since the market drives

education, why can't we construct the curriculum and syllabus to serve even 90% of the market?

b. If no single curriculum can accommodate the diversity of teaching abilities, what should we be doing about national identity?
c. The curriculum must be vital for the institution to endure. This issue needs to be handled contextually. Moreover, as it is written by academics at SEA, CEPT, or other institutions. Should we have a standard minimum programme? Along with localised and contextual learning programmes.
d. Why shouldn't my curriculum be strong enough to guarantee the institution's survival? I can only instruct and train my students if the institution is still around. An agenda needs to be set for this.
e. More fees will result in a decline in enrolment, but the college must continue to operate and deliver the proper education that creates dependable professionals. Why can't we develop a market where 90% of people require me?
f. Can we look at our identity as architects, service providers, and professionals with dignity and carry ourselves in the same way instead of segmenting ourselves into other parts, such as landscape architecture, etc.?
g. When the term "architectural services" is defined, it is crucial to understand how and what will impact the act.
h. Stakeholders, practitioners, and academics were discussed. Examining the policies being developed about the spatial domain might be beneficial. Like the planning-oriented NITI Aayog. Should we desire a slight bias in favour of planning over other subjects in our architectural curriculum?

22. Abhay Purohit - Director, IDEAS, Nagpur and Member, COA

a. Making homes has always been seen as a public good and an artistic endeavour. Therefore, it has a long history and incorporates traditional knowledge. Up until it is considered an essential service, architecture is a luxury. Moreover, we know that just 5% of people can afford luxury.
b. The state offers one if the occupation is deemed necessary, like in the case of a lawyer. For us as educators, this goes beyond what is acceptable. To close the gap, the state must play a vital role. If considered an essential service, 95% of people can access it. Government and the State must step in.
c. The current syllabus is for exams and certification and may not directly relate to pedagogy, teaching, or learning. A strategy beyond the syllabus is crucial; the syllabus is there for exams as an architect who offers reliable solutions.
d. Ideas Nagpur provides for summer and winter programmes which enhance both tangible and intangible learnings and allows one to understand basic realities from the field.
e. Education must be made inclusive, yet it is moving in the opposite direction and becoming exclusive. Sensibility and sensitivity should be at the forefront of all educational endeavours.
f. Less than 10% of people can define education. Does the 10% understand their responsibilities, is it a business? Because education is not a profitable business model? When the charity commission considers loan requests to be crimes, it is not easy to obtain loans, funding, and patronage. Standalone Institutions are in a precarious position.

g. The National Education Policy has its own merits since it discusses interdisciplinary and diverse research with numerous entry points and exits.
h. Newer types of schools, like Unacademy, which offer certification courses, pose challenges to established ones. What do institutions have to offer if these courses can get me a job and a better salary?
i. We should be concerned about our existence and what we have to contribute. If we are not getting enough students, what strategy ought the Apex body to employ?
j. The country is expected to be the most significant service supplier to the world in the professional field of architecture.
k. Professional examinations will be introduced in order to validate the licence for practice. This will further lower demand. However, doing so is necessary to develop global competency.
l. Are we creative? Are we not? What benefit do we provide to society? Practice architecture as a form of art. We as architects cannot afford to have subjectivity.
m. How beneficial is NEP to us? According to conventional statistics, 80% of people diversify and work in related disciplines, while only 20% practise core architecture. However, after five years of study, everyone was doing reasonably well.
n. Can we have multiple programmes that have different kinds of faculties with different craftsmen to widen the discipline of architecture based on needs of the students and the context from which they come from.
o. COA has introduced Form B to streamline and audit institutions. We desire fewer inspections. We are interested in those who are doing exceptionally well and extremely poorly. Train institutions for programme-specific accreditations; hence, COA seeks to do so by completing Form B. The Canberra Accord is used for architectural standards.
p. The COA is also diverse, making it a relatively independent act overall. The council regulates itself internally, so state representatives also voice their concerns.
q. COA does not provide guidelines for any particular subject. There is room for schools to launch their programmes.

23. Rajiv Mishra - Principal, Sir JJ COA, Mumbai, Director of Art, Government of Maharashtra

a. There are much more limitations in government schools. Obtaining money is quite challenging.
b. All students who enrol in architecture programmes, do not necessarily want to become architects.
c. It is critical to equip educators with the necessary abilities; educators must be able to create design briefs. Thus, training and capacity building is absolutely crucial.
d. When we use education to reach the general public, we should sensitise the students.
e. It is seen that through a collaborative effort with the architectural institutes, the elected officials are becoming more aware of the benefits of using architectural institutes' services.
f. Institutions that teach architecture ought to have a consultancy cell with demonstration workshops. We should believe in the support and not worry about the costs.
g. Institutions should make the Government and state believe that beautification works cannot be carried out without involvement of an architect.
h. Institutions ought to offer suggestions to bring about a change in sessional work. Sir J.J.

College of Architecture is aiming to establish itself as a deemed university. Gather educators and 'inspire' them to change the world. Make minds, not professions.

i. The process of capacity building should also include school heads. Even current teaching methods are fragmented.

24. Aamir Bazaz - Sr. Lead, Practice, IIHS, Bangalore

a. Since there is no structure for the climate-allied sciences, no climate-allied and trained personnel are available. Architects and planners are therefore qualified and close by. Given that some change is necessary, what is the turning point for this transformation?
b. Ideas of resilient infrastructure. Cities are flooding, infrastructure is being destroyed, and services are being interrupted, impacting development. There is little to the full top-up. Maintaining infrastructure takes much work. Which revenue model is used? From the revenue model, incremental resources are obtained.
c. It is challenging to persuade policymakers of how to think about the resilience dividend. Can we explain its mechanism and make it appealing from a political standpoint? Policymakers seem interested in the observable results of business, employment creation, and poverty alleviation. Making it appealing to policymakers is how we will achieve coherence. Recognise the demands of society and reorient education—Peg for operations.
d. The climate is a subject with very little imagination. It has to do with the material and electrical flow. However, the conversation about the climate has evolved into one about justice and space. How can justice be served?
e. Education must be transformed to participate in sustainable futures, climate action, and sustainable, liveable cities.
f. We must accept that the private sector is here to stay, and we need to make the private sector responsible, and expect them to act.

25. Neera Adarkar - Chairperson, SoEA & Trustee, SEA Mumbai

a. There were social and political movements that were brought into the classroom that then became a prominent part of the curriculum. Earlier, it used to be bungalow architecture solely.
b. If they are constructing their own home, they do not require architects. Homes are viewed as assets and properties rather than as places where communities will dwell in urban housing, which is developer-driven. As a result, the question is urban. The project should be a community effort with formal and informal procedures to maintain the housing stock and communal areas. It is more than just a possession or an asset.
c. In the area of uncertainty, planners and architects are required. As a result, the academic environment is made more beneficial with collaborations with a group of institutions.

26. Ravi Sarangan - Architect, Mumbai

a. The study of architecture is at times taken as an extracurricular activity in an institute. Inhabitation being an essential human need, the profession was once seen as honourable—with considerable responsibility.
b. The quality is regulated and maintained in chartered accountancy; architectural institutions should follow suit.

c. Architecture as a brand: Building as a brand: How can brand architecture be promoted? We need to take considerably more action and adequately package and govern it to maintain quality.
d. Expectations: Education should emphasise on moral sciences; institutions should help students develop critical moral traits, including cleanliness, integrity, fairness, sensitivity, and honesty—building character among employees. Institutions need to develop character in both employees and students.
e. In terms of syllabus, the core fundamental of studying architecture is to gain design and technical skills, some understanding which needs to be strengthened is the knowledge of climatology, light ventilation, orientation, ratios in spite of focus on technologies and softwares. Economic, sociological, and humanistic studies should not be optional extras but basic academic requirements.
f. Students should be required to take environmental and climate change classes since they must be made aware of things like brownfield projects, adaptive reuse, and repurposing.
g. Students should be encouraged to Improve people's lives by working locally and in their circumstances and surroundings.

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