



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

DAYANANDASAGAR COLLEGE OF ARCHITECTURE

DAYANANDA SAGAR INSTITUTIONS MAIN CAMPUS SHAVIGE
MALLESHWARA HILLS, KUMARSWAMY LAYOUT BANGALORE

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sri R Dayananda Sagar, a renowned educationist and philanthropist, believed that education is the key to personal fulfilment. This philosophy is reflected in the principles of the Mahatma Gandhi Vidya Peeta Trust (MGVPT), which he established in the year 1962 and which now encompasses over 28 educational Institutions spread over 5 campuses, in various locations at Bangalore, Karnataka.

Dayananda Sagar College of Architecture (DSCA), a leading College of Architecture, with a sanctioned intake of 120 for B.Arch and 20 for M.Arch, Interior Design. The Institute was established in **1991** as a Department under Dayananda Sagar College of Engineering. We became a standalone institution in **2017**, offering B.Arch, M.Arch, and PhD programs, affiliated to Visvesvaraya Technical University, Karnataka. We have a vision to become an internationally acclaimed centre for sustainable built environment design, providing high-quality education and producing sought-after professionals.

DSCA's campus is well located near Banashankari metro station and the ring road, attracting eminent visiting faculty from leading architectural practices. Recent international collaborations advance DSCA's vision of providing quality architectural education.

We have a very strong alumni network that has made significant contributions to the profession over the past three decades, serving as brand ambassadors for DSCA. In 2022, six of our alumni were recognized among the top 50 architects in India under the age of 40 by IGen Design Forum, also Ar.Ruthik Prakash in 2024.

Our ability as an Institution to consistently provide learners with high-quality educational opportunities reflects our commitment to excellence. DSCA is continuously evolving, and has been ranked among the top 18 colleges in India by 'The Week' in 2024 and 2023, top 30 by 'India Today' in 2023, and top 20 by 'Outlook' in 2021-2022, reflecting our commitment to excellence and continuous evolution. Our collaborations with various Institutions, Organisations, Professional bodies, and Research groups through Memoranda of Understanding (MoUs) have enabled us to initiate a wide range of student-centred activities. Recently, in October 2023, we partnered with the Council of Architecture, New Delhi, to host a national-level thesis awards.

The DSCA library has 2876 volumes, 1068 e-books, and 350 journals, archival volumes of UG, PG dissertations and previous years' question papers. It uses KOHA-LMS software and subscribes to 2 international and 6 national journals. DSCA students are accessible to fully automated DSI campus central library, which provides digital facilities and access to electronic resources through LIBSOFT and HELINET.

Overall, DSCA as an Institution, reflects its commitment to produce well-rounded, innovative architects equipped to meet the challenges of the profession.

Vision

To impart quality Architectural Education with a focus on research and innovation, emphasizing on development of sustainable and inclusive architecture for the benefit of the Society.

Mission

- To provide an environment that enhances creativity and innovation in pursuit of excellence.
- To nurture teamwork in order to transform individuals as responsible leaders.
- To train the students to the changing technical scenario and make them understand the importance of Sustainable and Inclusive technologies.
- To provide a network with the industry and other architectural Institutions to keep up the latest trends and ideas in the field.
- To attract and retain qualified faculty and strive for academic excellence.

The Institution is in a phase of dynamic evolution, marked by sustained growth across various fronts. It is on a trajectory to reach new heights and has set new benchmarks in the field of Architectural studies.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. The Institution has consistent and continuous support from a progressive management which has a long experience in setting up and managing several higher educational Institutions.
2. Since 2017, as a young standalone college of Architecture, (Dept. of Architecture- DSCE, since 2013) DSCA has considerable freedom to foray into new academic ventures and excel in creative, innovative and experiential teaching-learning practices.
3. Being an Institution backed by practicing and renowned architects, as contractual and/or visiting faculty, there is a lot of scope for our learners to interact, work in association with and learn from experts in the field.
4. Since Design Thinking is the crux of Architecture education, the Institution has ample and spacious infrastructure for one-to-one and hands-on academic interactions between the faculty/students and Experts, as also to use modern studio facilities.
5. Locational advantage lending itself for collaborative learning from visiting experts also indulge in interactive and multi-disciplinary learning with other allied professional Institutions located on the campus.
6. A robust student-teacher proctorial system ensures healthy relations between the teacher and the taught, and helps in appropriate and timely academic/personal counseling.
7. 'Sustainability in Design approach' is a common thread and focus across all endeavors and TLPs of DSCA, amply supported by hands-on sessions and Experiential Learning.

8. Our learners are essentially guided from Project Based Learning (PBL) at their undergraduate level, through Problem Based Learning – Profession Based Learning and Practice Based Learning, by the time they complete their tenure in the Institution.
9. We are amongst the few architecture colleges of Karnataka to be recognised as a Research Centre (since 2013) by the affiliating University (VTU) lending a lot of scope for innovative design-related research.
10. We have been pioneers in conducting Architecture education related Faculty Development Programmes (FDPs), which are supported by the Council of Architecture (CoA), and this has helped many faculty pan India, to get professional support.

Institutional Weakness

1. Extramural research funding for the Architecture vertical needs to be improved.
2. Many academic and research ventures are limited due to the fact that the Institution is self-financing.
3. Attrition of faculty which is a common phenomenon across institutions of Architecture Education is hindering academic planning.
4. Institution being affiliated to a large University with numerous colleges, has limitation on curriculum design and development at present.

Institutional Opportunity

1. To collaborate with local, regional, national and international organizations to be furthered in the institution's educational endeavors.
2. To explore the possibilities of inter-Institutional course/credit transfer across allied programmes offered by other professional colleges located within the campus and outside.
3. Faculty has ample opportunities for pursuing doctoral work, through our recognised Research Centre of the VTU.
4. Ample opportunities for learners to interact, learn and even get associated with and/or employed by practicing Architectural firms.

Institutional Challenge

1. Over the years, it is a challenge to fill up the sanctioned number of architecture admissions.
2. As of now, since there is no restriction on the Architecture degree to be a minimal requirement for

practice of architecture, and the profession is an open domain, with individuals from many other domains involving in design and construction, B.Arch degree holders find it challenging to seek immediate employment, more so in the Government sector.

3. Desire for mainstream architectural practice suppresses the motivation of students to take up civil service and such other competitive examinations.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The B.Arch. Program demands professional preparedness of the outgoing students. Students are encouraged to take short-term internships in the initial years. The USP of DSCA interns in their final year is their disciplined and hardworking attitude towards work.

The Bachelor of Architecture (B.Arch) and Master of Architecture (M.Arch) programs at DSCA are structured according to the guidelines set by Visvesvaraya Technological University (VTU) under the directives provided by COA, New Delhi. Board of Studies (BOS) of the University oversees curriculum planning and design. Faculty members from DSCA are actively involved in VTU BoS and contribute to curriculum review exercises. Senior faculty of DSCA are BoS Members at other Universities and have contributed to the curriculum enrichment and upgradation of Graduate and Postgraduate studies in Architecture.

- Dr Rama R Subrahmanian - VTU Belagavi - 2016-2019
- Dr Rama R Subrahmanian - GIT Belagavi - 2022-24
- Dr Rama R Subrahmanian - MSRIT Bengaluru - 2019-22
- Dr Rama R Subrahmanian - North Eastern Hill Univ.Shillong, 2017-20.
- Prof Kalpana Manchali - JNAFAU Hyderabad, 2018-19.
- Prof Aparna Shastri - VTU Belagavi, 2023-26.

The 2021 Scheme and Curriculum of B Arch Program introduced by VTU follows NEP framework, and emphasises a holistic educational approach, integrating courses on universal human values, yoga, physical and mental health, etc. alongside core architectural design courses, material /construction technology studies, and humanities courses. The M Arch curriculum encourages students to engage in product-based projects that foster individual output through constructive critique and discussion.

A distinctive feature of the B.Arch program is the Choice Based Credit System (CBCS), allowing students to select electives tailored to their interests in technology, research, and sustainability. This flexibility promotes a personalised learning experience, aligning with the institution's commitment to skill enhancement through short-term courses. Teaching methodology is rigorous - framed in detailed lesson plans that outline the teaching process, assignments, evaluation rubrics, expert seminars and field visits. Regular feedback meetings are

conducted to assess and refine the curriculum and teaching methods, ensuring responsiveness to student needs and industry standards.

The B.Arch program emphasises professional readiness, encouraging students to undertake internships early in their studies. This practical exposure, combined with a disciplined work ethic, prepares graduates for successful careers in architecture.

Teaching-learning and Evaluation

Student admissions at DSCA adhere to the regulations set forth by the Karnataka Government, which mandates a 50% reservation for underprivileged students through the Common Entrance Test (CET) quota. Additionally, the Consortium of Medical, Engineering, and Dental Colleges of Karnataka (COMEDK) facilitates the admission of out-of-state students, while management seats are allocated based on merit. This structured approach ensures that the admission process is equitable and accessible, providing opportunities for a diverse range of students to pursue their architectural education. The Teaching approach adopted at DSCA is to observe, analyse, reflect and is action-based on six design mantras: form, function, technology, history, climate and culture.

Teaching at DSCA emphasizes blended and experiential learning, with a focus on project-based learning (PBL) and participatory modules. Faculty ensures a rigorous, student-centered approach with a 1:10 faculty to student ratio, including visiting faculty as per the standard recommendations of the Council of Architecture (COA), New Delhi. The institution has a team of professionally-experienced faculty, well qualified in diversified verticals of architectural studies and demonstrating high-level of enthusiasm, which is manifested in the output of a student's work. Teaching faculty are encouraged to engage in institutional practice, as teaching-learning in Architecture studies delves on the professional experience; few of the faculty have also registered for doctoral research.

Lesson plans are prepared mapping Course Outcomes – Program Outcomes for every course and the status of syllabus completion is frequently checked. Tests and tutorials are conducted to ensure that students have understood the curriculum. CO-PO attainment is determined using internal test and external examination results and reviewed at the end of each semester. Internal exam question papers employ the revised Bloom taxonomy to indicate the CO levels of the questions. A stringent student feedback mechanism ensures accurate results of teaching outcomes. At the programme and course levels, student-centered methodologies such as experiential learning, participative engagement and problem-solving methods are used. The examinations cover all the three learning domains, i.e., affective, cognitive & psychomotor- which is in line with the revised Bloom's Taxonomy norms.

Research, Innovations and Extension

Research is central to academic endeavours at DSCA, where design studio courses in both B.Arch and M.Arch programs emphasise interdisciplinary and multidisciplinary research. Pre design research and Literature studies are integral part of the Architectural design studios. Students explore diverse fields, ensuring their architectural designs are informed, innovative, and responsive to societal needs. This has led to formation of Urban Studio Collective (USC) and The Centre for Heritage Initiative (CHI), as part of institutional research endeavours. USC is a research and documentation initiative set up by DSCA in the year 2017, to engage students in hands-on experience in recording various settlements, especially small towns. The Centre for Heritage Initiative (CHI)

was instituted in the year 2013 as a multidisciplinary research & consultancy unit, with expertise in the built character heritage sector to promote and facilitate a holistic understanding of cultural heritage conservation. Another notable initiative is the Glass Academy, which serves as a research platform to disseminate knowledge, analyze modern concepts and raise awareness of trends and techniques in glass, among architecture and civil engineering scholars and faculty. This platform enhances the academic environment by encouraging exploration of innovative materials in design.

In addition to these initiatives, DSCA conducts numerous research workshops and documentation projects, arranging visits for students to expose them to current architectural and interior design trends in the industry. The VTU research center, established in 2013, focuses on emerging research areas, with six scholars currently pursuing doctoral studies. DSCA Research centre is involved in a few publications with ISBN.

Faculty members are encouraged to participate in Research Development Programs (RDPs) and Faculty Development Programs (FDPs) through collaborative learning with COA-TRC, as well as workshops, seminars and conferences. The institution has established MOUs with various leading educational institutions and firms, further enhancing research opportunities.

The active National Service Scheme (NSS) unit conducts programs such as blood donation camps and donation drives, connecting students to their communities and fostering social responsibility. Through extensive extension activities, DSCA sensitizes students to societal issues, enriching their educational experience.

Infrastructure and Learning Resources

The majority of the Architecture student's time is spent in the studio; as such, the studio has to be conducive to their creative process. The studio space is created, not by the allocation of floor space, but by encouraging discussions, free expression of ideas, fostering debate, and encouraging a sense of belonging. This enables the students to prepare their portfolios, representing the design ideas and also creating drawings of Building construction technology studios. The studio environment is carefully curated to foster creativity, collaboration, and critical thinking. There is sufficient space during the regular reviews where students display their work/sheets on panels.

Each studio is equipped with state-of-the-art Audio-Visual (AV) systems and high-speed internet connectivity, enabling seamless integration of hybrid learning approaches. During regular studio sessions, the spaces can accommodate up to 40 students, while special guest lectures and common lessons can bring together up to 120 students, showcasing the flexibility and adaptability of the studio spaces.

Theory courses at DSCA are conducted in well-designed classrooms that provide a formal setting for lectures and discussions. The DSCA library boasts an extensive collection of books, both curriculum-based and reference materials, which are readily available to students during college hours. This rich resource serves as a foundation for research and self-directed learning.

The DSCA computer lab is equipped with the latest architectural software and rendering tools, allowing students to explore digital design and visualisation techniques under the guidance of experienced staff. The Concrete lab, shared with the civil department, enables students to study and understand the properties and applications of one of the most versatile modern construction materials.

DSCA prioritises the overall well-being of its students by ensuring a safe, secure, hygienic and aesthetically pleasing campus environment. The college offers adequate hostel facilities for both girls and boys, fostering a sense of community and camaraderie among students. To promote holistic development, DSCA provides access to a variety of sporting facilities, including a modern gymnasium, international-level squash court, synthetic tennis court, yoga and aerobics hall, basket ball court and a multi purpose playground enabling sports like volleyball, football and cricket.

By creating a stimulating and supportive environment, DSCA empowers its students to push the boundaries of creativity and develop into well-rounded professionals ready to tackle the challenges of the industry.

Student Support and Progression

Our students receive scholarship benefits every year from SSP and NSP schemes by the Central and State Governments. At our Campus, Centre for Innovative Learning, DSI conducts regular soft skill training. DSCA conducts many skill development courses and seminars on trending technologies, including AI for Architecture. Yoga training has been integrated into the VTU curriculum since 2021.

Architects from the profession are invited to address the students on career prospects and professional opportunities. At DSCA we have an active NASA wing (National Association of Students of Architecture). DSCA students actively participate at both Zonal and National Level competitions, and have won awards in Design and cultural competitions. Students rigorously participate in sports, cultural activities, project exhibitions etc. at state-level competitions. The students have won several awards and accolades such as Birla White YuvaRatna Awards under two categories - Global Development Centre for Indian Crafts and Crafts Exhibition cum Display Centre. Other awards include Indian Institute of Architects (IIA) Medal for Best Outgoing Student 2021, Council of Architecture (CoA) Heritage Documentation Awards 2021, 15th Edition of Indian Green Building Council (IGBC) Green Design Competition: Community Health Centre Design, International Competition for COVID memorial 2021, Unfuse International Architecture Dissertation Awards 2020, American Institute of Architects Henry Adams Medal and Certificate 2020 and CoA National Awards for excellence in Architectural Thesis 2017.

The rigorous academic environment at our institution enables to pursue higher studies at prestigious universities both in India and abroad, to further enhance their skills, employability chances and leadership qualities. DSCA's proctoring system assigns each student a faculty mentor for personalized support, academic monitoring, and progress tracking throughout their program duration. All statutory committees are in place to address the students grievances and any query. The college has a well-defined procedure for students to lodge grievances through written applications, emails, or suggestion boxes. The committees assure that grievances are properly addressed within a stipulated time frame.

The alumni support for DSCA is robust, and we take pride in the numerous accomplished alumni who have received prestigious awards in their respective fields. Students at DSCA benefit from unique opportunities to engage with these successful alumni, gaining valuable guidance in their academic pursuits and professional development.

Governance, Leadership and Management

The institution is governed by the Board of Management of the Mahatma Gandhi Vidya Peetha Education

Trust. The Governing council of DSCA comprises management members, academicians, senior members of the Indian Institute of Architects, and university-nominated members. These individuals are actively involved in the decision-making process at various levels, ensuring a comprehensive governance structure. Additionally, an Advisory Council, made up of eminent practitioners with international expertise, assists the management in guiding the institution.

DSCA has developed its vision and mission based on professional and societal needs, emphasising the importance of decentralisation to maintain quality across various activities. The institution features several committees and a Student Council, which operates at the base of the organisational structure. The Internal Quality Assurance Cell (IQAC), established in 2018, initiates and reviews quality enhancement initiatives to foster a conducive teaching and learning environment.

Strategic development and deployment policies are approved by the Governing Council, ensuring the overall prospective development of the institute. Faculty members are empowered and encouraged to participate in upskilling activities, with financial support provided to attend Faculty Development Programs (FDPs), workshops, seminars and conferences organised both at DSCA and other institutions. Furthermore, faculty members benefit from mandatory leave provisions, Employee State Insurance (ESI), and Provident Fund (PF) for eligible staff, including maternity leave.

DSCA maintains an active membership with the Council of Architecture - Training and Research Centre (COA-TRC), a collaborative initiative by COA New Delhi. This membership allows faculty to participate in various Training and Development Programs (TTP FDP) and Management Development Programs (MDP) focused on architectural education and profession-related issues. The IQAC at DSCA plays a key role in encouraging faculty participation in these programs, ensuring continuous professional development and adherence to high educational standards.

Through this structured governance and commitment to quality enhancement, DSCA strives to provide a robust educational framework that prepares students for the challenges of the architectural profession while fostering an environment of innovation and excellence.

Institute conducts Academic and administrative audits every year. This has helped in understanding the strengths and weaknesses and overcoming the gaps.

Institutional Values and Best Practices

The institution has implemented several initiatives to provide a safe and secure environment for both students and faculty members. The ratio of women faculty exceeds the government regulation of 33%, promoting gender inclusivity. The campus fosters an inclusive atmosphere, welcoming a diverse community of students and staff from various regions, cultures, languages, and socio-economic backgrounds.

The campus features a rich green cover, with flowering plants and trees that create a cool and serene ambiance while contributing to environmental sustainability. It is designed to be barrier-free and pedestrian-friendly, utilizing solar energy and rainwater harvesting methods to conserve resources. A sustainable environment is maintained through periodic energy and green audits, ensuring ongoing improvements in eco-friendliness.

To promote sustainable transportation, the campus is pedestrian friendly, the institution encourages students and faculty to ride bicycles, share bikes, and carpool. Additionally, the adoption of automation and digitization

through a customized Enterprise Resource Planning (ERP) system has significantly reduced paper usage. Studio processes and outcomes are digitally documented and published, allowing for thorough analysis and self-reflection.

Students benefit from early-stage professional exposure through professional connect studios, which prepare them for real-world challenges. An external professional member is invited as Mentor to the curriculum emphasizing ethics, morals, and human values, aiming to develop students into responsible citizens. The institution is committed to sensitizing the student community towards the United Nations Sustainable Development Goals (SDGs) for 2030, particularly focusing on SDG 7 (Affordable and Clean Energy), SDG 11 (Sustainable Cities and Communities), and SDG 13 (Climate Action).

Through these initiatives, the institution integrates sustainability into education, research, outreach, and community engagement, fostering a culture of environmental responsibility and social awareness among students. This holistic approach not only enhances the learning experience but also prepares students to contribute positively to society and the environment.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DAYANANDASAGAR COLLEGE OF ARCHITECTURE
Address	Dayananda Sagar Institutions main campus Shavige malleshwara Hills, Kumarswamy Layout Bangalore
City	Bangalore
State	Karnataka
Pin	560111
Website	www.dsca.edu.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details		
State	University name	Document
Karnataka	Visvesvaraya Technological University	View Document

Details of UGC recognition				
Under Section		Date	View Document	
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCL,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
COA	View Document	13-07-2024	24	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Dayananda Sagar Institutions main campus Shavige malleshwara Hills, Kumarswamy Layout Bangalore	Urban	8100	9780

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No. of Students Admitted
UG	BArch, Architecture,	60	P U C	English	120	84
PG	MArch, Interior Design,	24	B Arch	English	20	8
Doctoral (Ph.D)	PhD or DPhil, Research Centre,	60	M Arch	English	8	6

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	4				6				15			
Recruited	1	3	0	4	1	5	0	6	7	8	0	15
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	2	4	0	6
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	2	0	0	1	0	0	0	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	1	1	0	1	4	0	6	8	0	21
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	1	0	0	1	1	0	1	5	0	9
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	2	1	0	3	1	0	0	1	0	8
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male		Female	
	Others		Total	
	8		7	
	0		15	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	27	11	0	0	38
	Female	39	5	0	0	44
	Others	0	0	0	0	0
PG	Male	5	0	0	0	5
	Female	2	1	0	0	3
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	1	0	0	0	1
	Female	5	0	0	0	5
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	1	5	6
	Female	2	2	2	2
	Others	0	0	0	0
ST	Male	0	2	0	0
	Female	0	0	1	2
	Others	0	0	0	0
OBC	Male	27	21	8	11
	Female	17	21	14	15
	Others	0	0	0	0
General	Male	15	15	13	24
	Female	29	38	33	42
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		90	100	76	102

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Architectural Education since its inception has been multidisciplinary, amalgamating quite a few parallel and lateral fields into its fold, making it more versatile and holistic. NEP also talks of similar structure, and if implemented will improve the quality substantially. We at ,Dayanandasagar College of Architecture have an advantage of engineering, humanities and management studies available within the large campus. Faculty and students are encouraged to interact with the other departments and engage themselves into multi disciplinary learning and research. There was a workshop Conducted in Jan 2023 for deliberation by the experts in order to change the current scheme of higher education into
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	that of multidisciplinary undergraduate education where the student can choose a combination of courses across the streams as per choice, and report was submitted to CO A.. New Delhi.
2. Academic bank of credits (ABC):	DSCA is affiliated university, Visvesvaraya Technological University, Belagavi. Academic bank of credits Shall be implemented as per the directives of the University.
3. Skill development:	Institutions is making concentrated efforts to strengthen vocational education and soft skills training for students in alignment with the National Skills Qualifications Framework (NSQF). Here are some key initiatives: Integration of NSQF in Curriculum By affiliating University, VTU Belagavi Competency-Based Framework: The University has developed a curricula that align with the ten NSQF levels, ensuring students acquire competencies that meet industry standards and helping students helping graduates become job-ready Skill-Based Modular Programs: on specific material usage in construction industry, example Bamboo, Athangudi tiles manufacturing, were conducted to B.Arch. and M. Arch students. Soft Skills Development Workshops and Training Sessions are conducted Regularly focusing on on soft skills like communication, teamwork, problem-solving, and leadership, complementing technical training. Through CIL – DSCA. Internships and Industry Partnerships: Collaborations with industries provide students internship opportunities to enhance practical experience and soft skills in real-world settings. Internship are part of the B.Arch. Program curriculum and students take up compulsory Internship in final year. By aligning with the NSQF, institution has enhanced vocational education and soft skills training, ensuring graduates meet evolving job market demands. These efforts facilitate a structured approach to skill development, benefiting students, to set up their own the Architectural practice immediately as they graduate.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	University syllabus provides opportunities for Multilingual Education, under which there are courses taught to students about the local language (Kannada). 2021 scheme of the University has a compulsory Yoga course.(Course Code - 21 PNY 69 at 6 semester) There are discussions in the residential

	design studios about how the Vastu Shastra is an extended localized version of climatic design, The institution regularly organizes cultural events, festivals, and workshops that celebrate Indian heritage, arts, crafts, and traditional practices. This encourages students to connect with their cultural roots. Under Traditional Principles of Settlement Planning in Heritage Temple Sites, Melkote and Srirangapatna, Karnataka were extensively studied, documented and published under the initiative of DSCA Research center -'Urban Studio Collective
5. Focus on Outcome based education (OBE):	The Institution complies with the guidelines of the VTU towards incorporating the OBE learning process. Upon completion of the B. Arch, M. Arch program at our college, students will be able to: Design and Detail Built Spaces: Create and articulate designs for a variety of built environments, demonstrating proficiency in space planning and architectural detailing. Coordinate and Collaborate Effectively: Develop and apply HR skills necessary for effective interaction with clients, builders, technical experts (including HVAC, plumbing, and structural consultants), and on-site workers, ensuring seamless project execution. Implement Sustainable Practices: Integrate and advocate for sustainable design principles in architectural projects, contributing to environmentally responsible and resource-efficient building solutions. All the coursework of the curriculum is oriented to achieve the above outcome through systematic process 1) Integration allied course outcome TO STUDIO Outcome - outlined in lesson plans. 2) Rigorous stage reviews in the studios to improve clear communication 3) Encouraging students to employ the best digital skills for portfolio presentation. Explain the efforts made by the institution to capture the Outcome based education in teaching and learning practices. 1) The programs offered has well defined PO & CO and continuous internal Assessment to evaluate outcomes. 2) Physical 3 d models of all the projects in various courses. Describe any good practice/s of the institution pertaining to the Outcome based education (OBE) in view of NEP 2020. At DSCA there is a sufficient thrust on education which ensures overall development of students. Apart from practicing Architecture our alumni are involved in various other

	disciplines such as acting, set design making jewelry designers.
6. Distance education/online education:	Online mode of education is thoroughly explored by our institution. Experts from far geographical locations were invited and connected easily through blended mode. Many expert lectures Seminar session, FDP are regularly conducted in online mode. Architectural design studios reviews are conducted in blended mode. March 2022 AMPS sustainability International Conference, hosted by the institute was also of Hybrid / Blended mode.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Electoral Literacy Club (ELC) has been set up in the institution in 2021 and is functioning. The Principal is the chairperson of the Club with Sr faculty member and NSS faculty in charge as the Faculty Co-Ordinator's. 50 Students are members in it. DSCA ELC has been set up with an objective of sensitizing the student community about democratic rights which included casting votes in elections.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes. The Head of the Institution has appointed faculty coordinator and student coordinators, for DSCA- ELC.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	DSCA ELC has been constituted with following primary objectives. To create awareness and interest among faculties and students through various awareness activities and camps. To educate the targeted populations about voter registration, the electoral process, and related matters. To familiarize the targeted populations with Electronic Voting Machines (EVMs) and educate them about the robustness and integrity of the electoral process using EVMs. To help the target audience understand the value of their vote and ensure they exercise their right to vote in a confident, comfortable, and ethical manner. To facilitate voter registration for eligible members who are not yet registered. To develop a culture of electoral participation and maximize informed and ethical voting, following the principles of "Every Vote Counts" and "No Voter to be Left

	Behind".
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	ELC at our Institution along with NSS wing have visited government schools and Rural areas to promote the following. Right to Vote – Awareness in the Institution and in nearby villages Right to Vote – Drawing Competition to School Students. Promotion of Ethical Voting Promotion of Voting among Senior Citizens
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	DSCA- ELC conducts yearly camps for the Students above 18 years. Regularly Mr. Srinivas Allavalli from W R I, citizen activist, earlier founder member of Citizens for Bangalore, is invited to conduct a seminar on electoral literacy. And civic governance. His presentation includes. About Bangalore Metro city, the city governance, ward committees and BBMP functioning. Need for Voting and participatory democracy First time voters, significance in enrollment as a voter, citizen war room for registering first time voters. and shares a unique Chabot with first time voters.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
433	406	387	372	371

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

2 Teachers

2.1

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

Response: 40

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

2.2

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

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

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
99.12	91.69	52.25	90.70	1958.06

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Dayananda Sagar College of Architecture (DSCA) is affiliated with Visvesvaraya Technological University (VTU). BOS members of VTU follow the directions of, Council of Architecture (COA), New Delhi. The curriculum is structured around Architectural Design Studio as the core course, supported by Building Sciences, Applied Engineering, Professional Electives, Open Electives, Employability Enhancement Compulsory Courses, and Skill Enhancement Courses. Very often senior faculty members of DSCA are BOS & BOE committee members at VTU, which is an advantage to represent in curriculum revisions from time to time. Having instituted the M.Arch Interior Design, the institution has played key role in the revision and formulation of new schemes.

The Institutional Advisory Council, of prominent professionals, provides broad guidelines for **effective curriculum implementation**. The Academic Council prepares a detailed report on curriculum planning and delivery so that the students of B.Arch & M.Arch acquire the competencies needed for professional practice. These include scientific and evidence-based knowledge, good vocal skills to convince clients, an attitude for space design and detailing ability, inter and intra-personal skills to do project planning and onsite off-site management of people from allied branches, and managing practice with ethics.

Effective curriculum Planning and delivery is as per CBCS & outcome-based education system with emphasis on successful learning outcomes. DSCA establishes a detailed in-house Academic Calendar, within the framework of the VTU calendar for odd and even semesters, which facilitates a systematic approach to effective curriculum delivery. Comprehensive lesson plans are developed following the syllabus, ensuring that the recommended instructional hours align with the semester timetable.

The Academic Calendar encompasses a variety of important activities, including a schedule of Continuous internal assessments, Educational Tours, field visits, studio reviews, and Proctor meetings to monitor continuous student progress and reporting to parents. Add-on courses, certificate programs, and co-curricular activities. The academic schedule includes three internal assessments, followed by VTU external examinations, all conducted under the supervision of appointed exam coordinators, faculty members, and university-designated representatives. DSCA ensures the integration of allied courses to inform the core Architectural Design Studio course. The preamble for this course is prepared by integrating knowledge from other subjects.

Conduct of Continuous Internal Assessment : Three Internal Assessment Tests and three assignments are conducted each semester for all theory subjects. Studios undergo critical review by professional experts. Assessment in Architectural education majorly depends upon the completion of the progressive assignments/sheets during the semester. The internal assessments are conducted weekly as sessional

assignments or as part of the teaching plan course. Meticulous planning, diverse teaching methodologies, and a commitment to continuous improvement test schedules led to the preparation of the eligibility list as per mandated policy. At the end of each semester, an Academic Audit is performed for every course to evaluate the effectiveness of teaching strategies and review all aspects of the assessment process. Feedback is gathered from all stakeholders, including students, alumni, and professionals. This feedback is then submitted to the Governing Council, which forwards it to the relevant authorities to facilitate updates to the curriculum.

File Description	Document
Upload Additional information	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 13

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

1.2.2

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

Response: 32.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
193	23	114	229	73

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Affiliating University's curriculum mandates, students possess a comprehensive understanding of their nation's rich heritage, encompassing National Values, Ethos, Integrity, Fundamental Rights & duties such as environmental preservation, conservation of cultural heritage sites, monuments. Students are made familiar with, Right to Education, promoting gender non-discrimination, and upholding human values such as a service oriented mindset, hygiene practices, and constitutional laws.

To effectively achieve these goals a series of discussions among faculties are conducted to ensure that the syllabus integrates recent technological advancements making it both socially relevant and career-oriented. Architectural Design studio's, curriculum at every semester of B.Arch & M.Arch studies are based on the bottom-line pedagogy of environmental social cultural sustainability.

Students study courses like Project Management, Indian Constitution, Environment and Sustainability, Professional Ethics, and Human Rights. These courses have been mandated by the syllabus throughout the curriculum, from first to final year, ensuring students are equipped with the essential knowledge and skills required to proficiently engage and uphold the heritage and values of our society.

Students are offered various electives from the courses listed in the University curriculum. Apart from the electives the college offers various exclusive courses to develop various abilities in the students. Owing to COVID 19 the AY 2020-21 and AY 2021-22 had limited offline activities however various webinars, and online lectures were conducted for the students.

Professional Ethics, Gender Issues, and Human Values:

Throughout the program, students visit sites/ to gain practical knowledge in both theory/studios. Students undertake case studies to evolve a realistic design program. Human interaction is crucial in these situations and students are taught through human values and Gender sensitization lectures to inculcate and practice during their outdoor studies. Peer interactions through seminars, workshops, etc. are

organized by the college for the students to gain holistic knowledge of the subjects. Settlement study is an important part of the curriculum, where students carry out the study of a settlement unique with regards to socio-geographic settings and prepare reports. The 4th year of Architecture courses like **18ARC84 (Professional Practice)**, **21ARC74 (Professional Training)**, **21CIP46 (Constitution of India & Professional Ethics)** & **21UH9 (Universal Human Value & Professional Ethics)**, covers topics related to the Architects Act of 1972, Law, Professional Conduct, Professional Negligence, and Professional Liabilities. Students undergo mandatory training to improve and consolidate their architectural knowledge and submit a detailed report of their experience

Environment and Sustainability:

Undergraduate Architecture students delve into sustainable practices throughout their studies. Exploring the historic world's link to buildings, later semesters focus on using natural heating, cooling, and ventilation through climatology, Landscape design emphasizes sustainable building design, considering social, economic, and environmental factors, & advanced building construction focuses on the National Building Code (NBC 2005). Energy efficiency, water efficiency, wastewater management, material efficiency, solid waste management, are some pivotal focuses of the curriculum. Even PG courses like 20AID14(Basic Environmental Science for Interiors) involve Sustainable practices in project planning part of the contemporary architectural design principles abundant training is imparted to students, creating awareness on 3 of the UN SDGs

File Description	Document
Upload Additional information	View Document

1.3.2

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

Response: 45.5

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

Response: 197

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

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from

various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: C. Feedback collected and analysed

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 72.73

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

2022-23	2021-22	2020-21	2019-20	2018-19
90	100	76	102	96

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
138	140	120	120	120

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 32.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	20	27	23	23

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

2022-23	2021-22	2020-21	2019-20	2018-19
69	70	60	60	60

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 18.83

2.3 Teaching- Learning Process

2.3.1

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

Response:**Student Centric Methods**

The institution implements a student-centered teaching and learning process that integrates physical and virtual methods. In addition to traditional approaches such as chalkboard and video presentations, faculty members employ diverse techniques to foster critical thinking, problem-solving, and collaborative learning among students.

Experiential learning is actively promoted through site visits, factory tours, workshops, and field studies, allowing students to interact with local communities and experts while engaging in collaborative learning experiences. Architectural Design studios at DSCA organize mandatory annual on-field documentation tours in various locations in India and abroad, providing students with immersive learning opportunities through engagement with local communities and experts. Additionally, MMBC and structures studios have mandatory site visits to encourage hands-on, real-time experience of on-site conditions.

Participative Learning: The pedagogical approach at the institute emphasizes active student participation, including flipped classrooms, seminar presentations, classroom discussions, debates, and quiz sessions. Other methodologies, such as outdoor sketching, on-site surveys, interviews, and heritage walks, facilitate engagement with the built environment and local communities.

Problem-solving Methodologies: The institution incorporates problem-solving methodologies as pedagogical tools to facilitate the practical application of classroom learning to real-world challenges through the following approaches:

- **Architectural Design Studios:** These studios nurture problem-solving skills by engaging students in exploring, evaluating, and creating architectural solutions for designated projects through analytical methods. This process involves individualized development and continuous discussions and reviews.
- **MMBC and Structures Studios:** Students employ model-making methods to address construction and structural challenges, gaining insights into structural and constructional details through the creation of scaled models.
- **Internships:** Final-year students benefit from internships with architectural firms, where they apply classroom learning to address real-time challenges and issues on-site.
- **Tutorial Classes:** Weekly tutorial classes provide support for students requiring additional assistance, involving problem-solving assignments, tutoring, and evaluation to enhance learning and performance.

Integration of ICT-Enabled Teaching-Learning:

The institute integrates ICT tools into teaching-learning methodologies, providing students with access to curated online content and digital libraries such as KNIMBUS and the National Digital Library. Additionally, the GN University Management System is utilized for proctoring, uploading lesson plans, and displaying marks, with phased deployment of the Learning Management System (LMS) slated for student access. The provision of 3D printers further enriches the learning experience by enabling the creation of three-dimensional models in various studios. Continued Use of Google Classrooms: Faculty members continue to effectively utilize Google Classrooms as an ongoing teaching-learning tool for

displaying lesson plans, sharing course content, providing audio lessons, commenting on students' work, and displaying marks, which was initially implemented during the lockdown. MOOC Platforms: Both faculty and students benefit from utilizing MOOC platforms such as SWAYAM, NPTEL, and Coursera.

The institute offers a well-equipped computer lab with advanced software with all classrooms and studios equipped with LCD projectors

File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 98.11

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

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

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

2.4.2

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

Response: 7.69

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	1	1	1

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The mechanism of internal assessment is as per Visvesvaraya Technological University regulations. Our institution adheres to a structured process of three Continuous Internal Assessment (CIA) cycles for each course. This includes written tests and assignments for theory courses and progressive evaluations and reviews for design and other studio courses. Assessment methods differ depending on the course type, with a focus on continuous and progressive assessments encompassing weekly evaluations of progressive work and cyclical reviews through external assessments, viva voces, and internal bluebook tests and assignments.

To ensure transparency, we have implemented the following measures:

- For theory courses, faculty members conduct timely evaluations within 3 working days of written tests.
- Written feedback provided by the faculty in the blue books serves to guide students in identifying and rectifying their errors, thus enhancing their performance.
- Students are individually shown their bluebooks, and the solution and scoring scheme prepared by faculty members for the specific question paper are presented in class, alongside the best bluebook.
- Following a moderation process to eliminate any discrepancies between sections, marks are displayed to students and entered into the ERP portal for marks collation and proctoring

purposes.

- Subsequently, proctors communicate students' progress to their parents via email.

For courses such as Architectural Design, MMBC, and other studio-based subjects, an ongoing viva voce is conducted, involving eminent practicing architects as external reviewers of the review panel, one week before or following the CIA cycles. The final CIA score is a culmination of both the progressive and review marking. At the conclusion of the semester, the final internal marks are recorded in the university's internal marks portal and **presented to the students for their verification and endorsement.**

Grievance redressal mechanism related to teaching and evaluation.

Students are encouraged to review the marks and utilize the grievance redressal mechanism to address any potential issues or concerns they may have. In the event of grievances related to the internal assessment and evaluation process, the following mechanism is employed:

- Initially, the matter is brought to the attention of the course teacher and then escalated to the academic council, in person.
- The issue is subsequently addressed and resolved either by the course teacher or, if necessary, it is escalated and resolved by the academic council in collaboration with the course teacher.

Concerning the University-conducted Semester End Examinations, an Exam Grievance Book is maintained to document any grievances related to the examination process. The university offers avenues for revaluation, retotaling, and obtaining photocopies for addressing and resolving issues arising from the evaluation process. Students with such concerns are advised to approach the office, pay the relevant fees, and obtain the updated result. Additionally, for matters such as withheld results and others, communication with the university is facilitated through the college, and diligent follow-up is conducted until a resolution is achieved.

File Description	Document
Upload Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Yes, the Program Outcomes (POs) and Course Outcomes (COs) for all Programs offered by the institution are stated and displayed on the website.

As an affiliated institution under the Visvesvaraya Technological University (VTU), Dayananda Sagar

College of Architecture adheres to the norms and standards set by the Council of Architecture (COA) in New Delhi. Our institution has meticulously derived the Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) through extensive discussions and deliberations with all stakeholders.

In line with the attributes listed by COA, Dayananda Sagar College of Architecture has defined a set of expected Graduate Attributes (GAs) for its graduates that reinforce the institute's distinctiveness and align with the institutional goals. These Graduate Attributes serve as the foundational basis for the Program Outcomes, which are specific statements that describe the knowledge, skills, attitudes, and behaviors that students are expected to acquire by the time of their graduation.

These outcomes are designed to be measurable and are tailored to align with the Program Specific Outcomes. The PSOs further elaborate on what students are expected to know and be able to do in a specialized area of discipline upon graduation, beyond the POs. The Bachelor of Architecture program at Dayananda Sagar College emphasizes three distinct Program Specific Outcomes (PSOs) which are Humanities, Technology, and Sustainability. These outcomes highlight the diverse directions that students can pursue as part of their academic journey.

The Vision, Mission, and Programme Outcomes for all the programs offered by the college are readily accessible through the college's website and are prominently displayed in strategic locations such as the library, studios, and administrative areas.

Since 2021, the university has embraced an Outcome-Based Education (OBE) framework with a Choice Based Credit System (CBCS), aligning the courses offered with clearly defined course objectives and course outcomes as outlined in the syllabus provided by the University. The curriculum prescribed by Visvesvaraya Technological University (VTU) comprehensively specifies the syllabus, scheme of evaluation, course objectives, and course outcomes, providing a structured guideline for the courses. Furthermore, the faculty at Dayananda Sagar College of Architecture are encouraged to develop their own set of course outcomes based on Bloom's Taxonomy and integrate them into their lesson planning, in addition to the course outcomes outlined in the university's syllabus. These outcomes are integral components of the assessment process, evaluated through direct methods such as examinations, observations, tests, reviews, viva voce, exams, assignments, tutorials, and presentations, as well as indirect methods such as opinion surveys, to ensure a comprehensive and robust evaluation. Strong correlations exist between the Course Outcomes (COs) and Program Outcomes (POs), providing a multifaceted approach to assessing students' progress and achievement.

File Description	Document
Upload Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

In line with the Outcome-Based Education (OBE) framework, Dayananda Sagar College of Architecture (DSCA) conducts a thorough and comprehensive evaluation of Program Outcomes (POs) and Course Outcomes (COs) to ensure the effectiveness of the educational process. The learning experience at DSCA is carefully crafted both to impart knowledge and understanding and to nurture cognitive skills vital for intellectual growth. Through engaging class discussions and support subjects, students are encouraged to develop critical thinking, problem-solving abilities, research and inquiry skills, creativity, and the capacity for thorough analysis and evaluation.

The institution strictly adheres to a systematic approach to coordinating, delivering, assessing, and evaluating its academic programs. The syllabi for all programs are mandated by the university, and the course faculty meticulously craft the Course Outcomes (COs) for each subject. These COs undergo verification by the IQAC coordinator and the Principal to ensure alignment with Bloom's Taxonomy levels and a clear focus on delineated objectives and outcomes. Comprehensive lesson plans inculcating these COs are diligently prepared based on the institution's academic calendar and timetables derived from the university timelines.

The planned course content is imparted during the designated classes by the course faculty, who strictly adhere to the prescribed lesson plans. Any deviations are systematically addressed through academic reviews, and CIA cycles to maintain comprehensive coverage. In strict accordance with university regulations, the methodologies and schedules for assessments are faithfully followed. Internal assessments are meticulously designed to align with Bloom's Taxonomy, incorporating action verbs as per the university's stipulations. Post-assessment, the course faculty meticulously evaluates the outcomes and duly records the same. The attainment of COs and POs is meticulously computed based on the achieved marks, factoring in both direct and indirect attainment. Robust measures are instituted to cater to the academic needs of underperforming students, underlining an unwavering commitment towards continual improvement in attainment levels.

The attainment outcomes are meticulously calculated leveraging various documents and tables such as the CO-PO-PSO matrix, internal marks documents, and external marks documents. The correlation of COs, POs, and PSOs is systematically presented on a scale of 0 to 3, wherein 3 signifies high attainment, 2 denotes moderate attainment, and 1 is indicative of low attainment.

At the end of every semester, an academic review is conducted, where each course faculty is expected to do a result analysis for the course handled and an audit of what is achieved and what can be improved is evaluated. Based on these discussions the planning for the next semester is taken up. The subject faculty and scrutiny team ensure that all course outcomes pertinent to the modules enlisted are covered thus maximizing the chances of attaining the POs by the student. This comprehensive approach underscores our steadfast commitment to adherence to institutional standards and unwavering dedication to fostering continuous improvement and academic success.

File Description	Document
Upload Additional information	View Document

2.6.3

Pass percentage of Students during last five years (excluding backlog students)**Response:** 98.98**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
68	54	51	48	69

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

2022-23	2021-22	2020-21	2019-20	2018-19
70	55	51	48	69

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

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.55

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

DSCA places high value on creativity and experimentation, with aims to conserve Indian Knowledge Systems (IKS) and has embarked on an energetic pursuit in multidisciplinary research. The institute has a framework of research-related hubs listed below with policies thereby nurturing an appropriate **innovative ecosystem:**

- Dayananda Sagar Entrepreneurship Research and Business Incubation (DERBI) foundation** is the incubation centre for DSCA. It anchors and supports innovators and entrepreneurs through pre-incubation, incubation, and acceleration programs. Established in 2015 with backing from the Department of Science & Technology, India. It has supported over 300 startups with more than INR.75 crore in funding, having received applications from over 2,000 startups, involving 400 investors. Additionally, 46 companies have achieved a turnover of INR.1 crore or above.

2. **Visvesvaraya Technological University (VTU) Research Centre:** DSCA operates a recognized Research Centre under Visvesvaraya Technological University, offering a Ph.D. program since 2013. This initiative focuses on structured knowledge development and application, benefitting doctoral researchers with a conducive research environment.
3. **Research Promotion and IPR cell** is a pivotal initiative aimed at fostering a culture of research, innovation, and intellectual property awareness among students and faculty. This cell is instrumental in nurturing a vibrant academic environment that encourages original thinking and the protection of intellectual creations. The positive outcomes of programmes by the cell has resulted in filing of patents by our faculty and has encouraged research writing among students and faculty with a positive change in approach towards research writing and publication.
4. **Centre for Innovation and Learning (CIL)** since 2021 has been a platform for collaborative projects, research, and entrepreneurial initiatives, enhancing the educational experience and preparing students for professional challenges in architecture. (about skills)
5. **Urban Studio Collective (USC)** established in 2017, engages students in hands-on research and documentation of diverse settlements. This initiative provides insights into cultural evolution and settlement patterns, exemplified by the Monsoon studio at Kampli in 2018, which documented the heritage of the Vijayanagara Kingdom's former capital and the Settlement study of Ravanamudram, Tamil Nadu an outreach event, resulted in a comprehensive documentation report, well acknowledged and appreciated by the local village panchayath.
6. **Centre for Heritage Initiative (CHI)** a multidisciplinary Centre with expertise in the built character and heritage sector. Established in 2013, with a vision to comprehend and propagate India's cultural heritage beyond political boundaries, through interactive visits, documentation and immersion programmes with aspects including the intangible (communities, traditions, crafts, rituals) and its relationship to tangibles. **Indian Knowledge Systems** are addressed and embedded through academic adjuncts focusing on Vernacular Architectural, traditional space planning and concepts of the *Vastu Shastra* appropriating them with the holistic development required. Programs under these initiatives have led to significant outcomes, including the publication and texts that further disseminate these valuable insights.

The institution's above-mentioned proactive approaches not only supports academic and professional growth of students and faculty but also contributes to societal advancement by addressing real-world challenges through innovative solutions. The institution's commitment to fostering innovation, **Creation and transfer of knowledge/technology** is a testament to its outcome-oriented community outreach.

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

3.2.2

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

Response: 21

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

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

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	2	2	2

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

3.3.2

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

Response: 0.15

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

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

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

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and

sensitizing the students to social issues for their holistic development during the last five years.

Response:

Dayananda Sagar College of Architecture stands as a beacon of service, fostering **neighborhood community engagement** and exemplifying its commitment to societal upliftment through various outreach programs including electoral literacy. At the forefront of this noble endeavor is the National Service Scheme (NSS), a platform that inculcates the spirit of volunteerism and social responsibility among students, catalyzing impactful initiatives. **Several such extension activities on social issues were conducted during the last five years include:**

Campus to Community Initiatives

Recognising the dire need to rejuvenate government schools and instill a sense of responsibility among our students, the institution has partnered with Yuvaka sangha, volunteering on a transformative journey to revitalize their educational spaces. Through infrastructural enhancements, educational workshops, and painting activities to create an enriched learning environment for young minds, contributing to educational development and empowerment of local communities, and advocating for social change, **our students are sensitised to social issues, for their holistic development.**

Blood Donation Drives

Understanding the critical importance of blood donation, students actively participate in raising awareness and mobilizing donors, in association with the Red cross and other blood banks across the city. These drives instill a sense of empathy and solidarity among participants, with feedback indicating participants' willingness to become regular donors and promote blood donation in their areas.

Garbage Segregation and Sensitization Drives

Committed to promoting responsible waste management practices, the institution organizes sensitization drives such as regular clean-up initiatives and paper upcycle campaigns that foster a sense of responsibility and community engagement.

Design Literacy Events

Being a multifaceted one of a kind program that bridges the gap between architects and the local community. A diverse array of activities like educating residents to access and read technical diagrams and wall paintings are undertaken to upgrade the aesthetic visibility in downtrodden areas.

Awareness About Wetlands

The college organizes initiatives to sensitize students towards sustainable development goals by conducting expert interactions and site visits to wetlands and lakes to learn about water treatment.

Heritage & Cultural Immersion Programmes

Institution organizes immersion programs to educate students on the importance of preserving culture and heritage. With a comprehensive societal vision, programs involve guided tours, workshops on

conservation, involvement in cultural celebrations.

Road Safety Awareness Programmes

Road safety awareness programs are addressed through civic discussions and participation, collaborating with government agencies, NGO's, local traffic authorities and safety experts to ensure that students receive comprehensive training on road safety through strategic discussions and workshops.

Holistic Awareness Programmes

Tutelages are organised to combat the menace of drug abuse and educate the youngsters on chronic conditions. Awareness campaigns, seminars by key professionals, distribution of informative materials on the dangers and safe practices, are some of the key practices undertaken by the institution to address these issues.

Social Responsibilities of Architects

The institution involves itself in community projects that address electoral and social issues, such as designing accessible public spaces, promoting sustainable building practices, participating in urban discussions, electoral awareness and plantation drives highlighting its role in creating inclusive and resilient communities.

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

3.4.2

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

Response:

Dayananda Sagar College of Architecture (DSCA) is a prestigious educational institution recognized for its excellence in education and significant contributions to society. Over the past few years, our organization has been actively involved in various extension activities aimed at societal welfare. Our collaborations and efforts have been appreciated with due recognitions and awards, serving as a testament to our organization's dedication to social welfare and community service.

Overview of some of our notable **extension activities conducted in collaboration with Government-recognised bodies, along with the recognition and awards received for our efforts are detailed below :**

Voluntary Service and Blood Donation Camps

The institution is committed to promoting blood donation awareness by organizing camps in collaboration with the Red Cross Society, Blood Centre and hospitals emphasizing the importance of regular blood donation. Blood donation camps organised in the last five years have resulted in collection of 300+ units of blood. These initiatives were acknowledged with recognition certificates from the blood banks.

The institution has been actively involved in raising **awareness about road safety through the CoRPS initiative**, for which the student participates are appreciated with certificates from the organization, as well as commendations from the Bangalore Traffic Police, further affirming DSCA's role in promoting responsible and safe behavior on the roads.

Despite the unprecedented challenges posed by the COVID-19 pandemic, our organization rose to the occasion and actively volunteered in various capacities to combat the virus. **Our student voluntary service as ward in-charges during the COVID-19 crisis was acknowledged by BBMP (Bruhat Bengaluru Mahanagara Palike), and we were honored as COVID-19 Warriors**, highlighting our dedication to community service during challenging times. Notably, Prakruth Yadalam, a student of DSCA, was felicitated for his exemplary voluntary service during this period.

Community Engagement Programs

The "Campus to Community - School Bell Initiative," aimed at bridging the gap between educational institutions and the surrounding community. Our efforts in this initiative were recognized by Yuvaka Sangha, and we were awarded for our endeavors in community engagement through appreciation in school bell impact events. **Our commitment was further acknowledged with the Award of Excellence presented by the School Bell Initiative for our distinguished service** aiding in the transformative journey of revitalization of the government educational spaces. Over the years we have been associated in numerous school transformation camps, donation drives and outreach activities which has increased our appreciation and recognition, for social welfare and community service only strengthen the institution's testament to our organization's dedication to social welfare and community service. As we continue our journey, we remain committed to making a positive difference in society and inspiring others to join us in our endeavors for the betterment of humanity. Looking ahead, we plan to expand our outreach initiatives, including environmental sustainability projects and digital literacy programs for underprivileged communities. By engaging students and faculty in these meaningful activities, we aim to foster a culture of compassion and responsibility, ensuring that our contributions to society grow even stronger in the years to come.

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

3.4.3

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

Response: 19**3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
6	7	1	2	3

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

3.5 Collaboration**3.5.1**

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

Response: 9

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The Institution has adequate infrastructure and other facilities:

DSCA is a proud part of Dayananda Sagar Institutions (DSI), sharing the larger common green campus. It is housed on a 1.5 acre of land area with a total built up area of 9780 sq.mt in a ground + seven floor building.

a. Teaching – Learning:

We have Well-equipped studios and classrooms, computer lab, 3D printer lab, permanent exhibition spaces, seminar hall, multi-purpose hall, building construction and material museum, building construction outdoor yard, model making workshop, art studio, library, NATA (The National Aptitude Test in Architecture) center, faculty rooms, board room, principal's office, administrative office, pantry, male & female common rooms and washrooms. All the rooms are allocated as per the COA (Council of Architecture) standards, details of which are linked below.

The college has labs which include model making, plumbing, electrical, Structures, building material museum, which provides hands-on learning experiences that help students develop problem-solving and critical-thinking skills. Concrete testing labs, lathe machine workshops, etc are facilities at Civil and Mechanical Dept.s that are open to our use.

b. ICT – enabled facilities:

An LMS Software is accessible through ERP which includes GNUMS (GN University Management System) . It is a teaching and monitoring aid for creating and delivering content, monitor student participation, and assess students performance. Architectural Studios for UG and PG are equipped with ICT facilities, drawing boards, chairs, model making table, storage lockers, pin up boards, open shelves, notice boards etc. The admin office is equipped with a board room, submission room, exam control office, and staff rooms for core, visiting and guest faculty.

The library consists of 200 sq.mt in area with a seating capacity of 50. E-library contains an ILMS facility like Koha and is equipped with IT facilities, LCD projector and Wi-fi . The institution is both LAN and Wi-Fi enabled with adequate computing facilities for faculty and student enrichment.

Facilities for Cultural and sports activities:

DSCA has access to shared facilities within the DSI campus like central library, one large board room, one amphitheater, three auditoriums (Dr.Prem Chandra Sagar auditorium 700 seating capacity, Dr.Chandramma Sagar auditorium 200 seating capacity, Central library auditorium 80 seating capacity - all equipped with ICT facilities); The Indoor Sports complex of 558 sq.m. consists of two squash courts, Gymnasium, Yoga/Aerobics hall etc. The outdoor play ground consists of an area of 6500 sqm with facilities for football, basketball, cricket, Volleyball, Throw ball, Kho-Kho, and Synthetic Tennis court. Three separate hostels are provided for girls and boys, including the International students hostel. Two well equipped canteens are available for students and faculty use. DSCA has well-established allied sports facilities within DSI. The institution aims to provide students and staff with a wide range of sports, gymnasiums, recreation and leisure activities by establishing sports and cultural committees. Regular training sessions on yoga and meditation are conducted at the meditation center.

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

4.1.2

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

Response: 83.25

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

2022-23	2021-22	2020-21	2019-20	2018-19
29.65	17.05	0	13.67	1847.54

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The library at DSCA is equipped with proper functioning spaces, a reading room, magazine and a newspaper section, systems for e-library resources as well as a locker area for students. There is a separate section for students publication, which houses student dissertation, thesis and documentations. The library is well lit and ventilated, it is located on the fifth floor of the department building, where it is easily accessible by students, faculties and staff members.

Library is automated with digital facilities :

In the year 2017 DSCA transitioned to a stand alone college of architecture, prior to which it was a department of architecture under DSCE. In this process of transition, a systematic process was incorporated to transfer the library infrastructure to the new block. During this process, students and staff had uninterrupted access to online resources via an opaque network connection through the central library from our college library. Circular describing the various E-resources, Corporate membership, additional services and open sources is attached as additional information.

Integrated Library Management System (ILMS):

Library is well equipped with IT facilities, LCD projector and Wi-fi. **ILMS facility Koha version 24.05.00.000**, enables libraries to modernize their operations, enhance user experiences, and remain competitive in the digital age. It empowers librarians to deliver high-quality services, manage resources effectively, and fulfill their mission of providing access to information and knowledge. E-library contains subscriptions to e-resources and e-books like ACM Digital Library, Emerald, KNIMBUS-open EBook, KNIMBUS-open Journal, Science direct, Springers, Taylor and Francis, Proquest, E-books Premium, Elsevier, drillbit plagiarism check etc. This is through Knimbus which is provided by the university on a paid subscription basis.

Subscriptions to E-resources and journals:

The library started with 132 books, 6 journals, and 19 e-journals. Today it holds over 1791 books including books circulation, reference books, 6 national and 2 international journals, text books, dictionaries, encyclopedias, code books, and data sources books, bound volumes of thesis, dissertation, research report, periodicals, newspapers and audio-visual materials.

New book exhibitions are regularly conducted as part of library enrichment programs. Publishers and vendors display books for the students and faculty to refer and recommend for procurement.

Our library is optimally used by the faculty and students :

KNOW YOUR LIBRARY is a program held every year for students to know the functioning and system of the library, the resource and variety of books and e-resource we have. The students are given a presentation on the rules and regulations system of the library.

PhD candidates heavily rely on library resources, particularly academic journals, books, and online databases, to support their research activities. While satisfaction with available resources is high, there are opportunities for improvement, such as expanding the collection and enhancing access to specialized materials. Dedicated reading room is provided for facilitating research activities. All the students access the library for literature studies as part of their design studio. Library committee meets annually to discuss procurement budget and appointment of new student and faculty representatives. Quarterly meetings happen on a need basis for any events, programs and exhibitions.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

Institution frequently updates its IT facilities:

Information Technology is maintained by a dedicated Electronic Data Processing (EDP) department. The EDP cell concentrates on day to day regular maintenance of IT facilities, upgradation and procurement of new facilities. The required budget for these are made available by the Management as and when the requirement is submitted by respective departments.

Software and hardware: The IT infrastructure typically includes a variety of hardware components such as servers, workstations, laptops, printers, scanners, and networking devices like routers, switches, and access points. These devices are regularly updated to ensure they meet the evolving needs of the organization. Updates may include hardware upgrades for better performance, replacement of outdated equipment, and software updates to ensure security and compatibility with the latest applications.

Networking Infrastructure:

The networking infrastructure forms the backbone of IT facilities, providing connectivity between

various devices within the organization and enabling access to the internet. This infrastructure comprises routers, switches, access points, firewalls, and cables. Regular maintenance and upgrades are conducted to optimize performance, enhance security, and accommodate increasing bandwidth demands. Upgrades may involve replacing outdated networking equipment with newer, more efficient models and expanding network capacity to support growing user requirements.

Internet upgradation:

The institution has always been reviewing the current needs and accordingly the internet bandwidth speed is annually augmented in the month of April. CAD labs are equipped with LCD monitors for online demonstration to students. The Institution has provided ICT facilities in all the departments. The classrooms and Computer labs are provided with LCD projectors for Multimedia presentations with internet. The faculty and students make use of these facilities for enriching their domain knowledge

Bandwidth Availability:

The bandwidth availability is 500 mbps. Internet is majorly used by students and faculty for Cad lab ,E-Resources in the library, and other academic purposes. Requirements may vary depending on factors such as the number of users, types of applications utilized, and the nature of internet usage (e.g., browsing, streaming, file downloads). Regular assessments of bandwidth usage are conducted to ensure that sufficient capacity is allocated to meet the organization's needs. Upgrades to internet connectivity, such as transitioning to higher-speed broadband plans or implementing load balancing techniques, are implemented as necessary to prevent congestion and maintain optimal performance.

By management's decision, Ethernet data points are provided to students in all studios and classrooms for improved connectivity. Faculty have access to LAN points in the staff room and studio for academic work. Students can also access the internet in the Computer lab and E-library for academic research and other Subject assignments.

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

4.3.2

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

Response: 3.7

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

Response: 117

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 8.84

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

2022-23	2021-22	2020-21	2019-20	2018-19
35.07	43.51	27.42	33.18	63.50

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 66.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
326	297	248	230	205

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	View Document
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	View Document
Upload policy document of the HEI for award of scholarship and freeships.	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.2

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

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

Response: C. 2 of the above

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

5.1.3

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

Response: 51.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
249	198	199	157	211

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

5.1.4

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

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

Response: B. 3 of the above

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

5.2 Student Progression

5.2.1

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

Response: 35.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
32	20	20	15	15

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

2022-23	2021-22	2020-21	2019-20	2018-19
68	54	51	48	69

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

5.2.2

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

Response: 22.22

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	5	3	7	5

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

5.3 Student Participation and Activities

5.3.1

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

Response: 0

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

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

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document

5.3.2

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

Response: 5.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	6	4	5	6

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

5.4 Alumni Engagement**5.4.1**

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

Response:

Dayananda Sagar College of Architecture as a department of DSCE, established in 1991 has a strong Registered Alumni association, they are well established practicing Architects in Bangalore, other parts of the country and abroad as well. The institution is blessed to enjoy steadfast backing from Alumni, which holds a pivotal role in propelling its growth and progress. Registration is in the process and will be completed soon. **This association leaves an indelible imprint within the institution's community, demonstrated through financial support amounted to Rs.4,43,000/-, volunteering, mentorship endeavors, and a plethora of other aid services.**

The institution maintains strong ties with all alumni batches through social media platforms like Facebook pages and WhatsApp groups. Batch-wise group emails are regularly dispatched for event notifications and college updates. In addition to these initiatives, the institution hosts numerous events such as cultural festivals, seminars, conferences, workshops, and alumni felicitations to foster engagement.

Institution has established a robust alumni engagement program through a series of well-received events. The inaugural event, "Rendezvous-2012," provided a platform for fostering alumni connections. In following years Alumni meets were conducted with different themes in mind and were received with great enthusiasm from both Alumni and current students. Another such event was a dedicated "Alumni Day" during the annual DSCA fest, "Aspire" featuring presentations from distinguished alumni who have achieved recognition within their industries. Alumni mixers and meet and greets were arranged at least once a year to keep the alums connected with the institute. The Institute further acknowledges exceptional alumni through felicitation ceremonies, most recently held in September 2022. This event also showcased presentations of published and award-winning projects by alumni.

Institution is fortunate to have a growing number of accomplished alumni returning to contribute to its academic excellence. **Several alumni have joined the faculty as full-time members, including Ar. Smitha Jakate, Ar. Yasmeen, and Ar. Triveni. Additionally, Ar. Veena Choudhary, Ar. Mythreyi H, Ar. Pooja Srinivas, and Ar. Shilpa M G have enriched the learning environment by serving as visiting faculty. DSCA alumni architects Sujay Ghopadkar, Akash P, Ram Mohan, and Ryal Sequiera have enriched the institute by delivering guest lectures on diverse architectural subjects over the years.**

A core contribution of the Alumni lies in mentorship and career guidance programs. Leveraging their diverse professional backgrounds, alumni provide invaluable insights, counsel, and mentorship to students navigating their career trajectories through internship and job opportunities.

Ar. Chetan Sivaprasad and Ar. Kochuthommen Mathew have demonstrably served as invaluable assets to DSCA, exceeding the expectations of a typical alumnus. Their contributions extend beyond academic guidance to individual students, as they actively participate as key members of the DSCA advisory council.

Beyond professional development, the association is deeply invested in nurturing students' overall well-being. Through student mentorship initiatives, alumni offer guidance and assistance to students encountering academic or personal challenges, serving as trusted advisors and allies. **Over the years, various graduating classes also have enriched the DSCA Library by donating books, signifying**

their lasting appreciation for the institute's role in their academic journeys.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Dayananda Sagar College of Architecture's governance is led by the MGVP trust's experienced philanthropists. **The institutional governance and leadership are in accordance with the vision and mission of the Institution, which is visible in all our institutional practices:**

Vision of the Institution:

To impart quality architectural education with a focus on design innovation and research with an emphasis on sustainability and inclusivity in design for the benefit of society.

This vision is strongly supported by our mission statements:

- To provide an environment that enhances creativity and innovation in pursuit of Excellence in Design.
- To train the students to the changing scenarios and make them understand the importance of sustainability and inclusivity in design and technology.
- To attract a well qualified and diverse faculty team, and strive for academic excellence.
- To provide a vibrant network with academic institutions and the profession.
- To nurture teamwork in order to transform individuals as responsible leaders.

The Institution has adopted the tenants of NEP 2020 as per VTU:

- In the B. Arch programme, recognizing, identifying, and fostering the unique capabilities of each student forms the first aspect of the teaching-learning practice.
- Teachers are sensitized to understand the creative capacity of students and bring out the best in them through mentoring. Multi-disciplinary course structure of B. Arch abreast students with both STEM and Humanities courses
- A carefully laid down Proctoring system which affiliates a group of 20 students under each Teacher/Mentor, allows parents to be part of the system through personalized communications.

The system also promotes each student's holistic development in both academic and allied spheres respecting student diversity and their local context.

The institution has **sustained and evolved** from a Department of Architecture in Dayananda Sagar College of Engineering (established in 1991) to a full-fledged college (2017) under strong leadership. It has achieved consistent growth through:

- Establishment of Research cell in 2013, intake from 80 to 120 in 2018 and M.Arch programme in Interior design in 2021 which is unique in Karnataka
- Attracting eminent practitioners and professionals as visiting/adjunct faculty.
- Consistent collaboration and MoUs with various organizations and academic institutions.
- DSCA maintained consistent enrollments and standards in quality education even during the COVID-19 pandemic.

Decentralized Governance:

Institutions' governance comprises the Board of Management, Governing Council, Advisory Council and the Principal. Tasks are strategically delegated to five main committees led by senior faculty, **Head of IQAC, Head of Academics, Head of Examinations, Head of Research and Head of Student Welfare**. This structure encourages active participation from faculty, staff, and administrators by being members in the committees and encouraging initiatives.

Time bound Institutional Perspective Plan (IPP):

These various committees exert thrust on achieving **short term goals of IPP**, such as strengthening teaching learning processes and enhancing sustainability in studios with software support. The leadership of the institution supports **IPP midterm goals** such as achieving academic excellence by attracting students of quality, Increasing travel exposure, initiating exchange programmes and **Long term goals** such as strengthening the academic infrastructure and to bring in a multidisciplinary environment.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is

effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

Dayananda Sagar College of Architecture is continuously working to improve the existing system with the aim of becoming the best college in the field of Architectural education. The college's Internal Quality Assurance Cell (IQAC) had developed an Institutional Perspective Plan (IPP). This plan was implemented through dedicated committees that focus on achieving specific, need-based outcomes that were very impactful. Based on the Vision & Mission, SWOC analysis, feedback from the stakeholders and the staff of the Institution, Dayananda Sagar College of Architecture had meticulously developed its IPP. **The IPP deployment has been achieved through translating the plan into specific, achievable short term/medium and long term goals through the action plans of each committee.**

It includes the following:

- Short Term Goals for a period of 5 years include enriching teaching learning methods, enhancing thrust on sustainability in design, implementing research promotional policies, encouraging participation in national and international competition and enrich Alumni activity.
- It also aims to strengthen the participation in Value-added certification courses, and improve interaction with various professional body memberships, like IIA IIID ISOLA ISHRE IUDI, ITPI.
- Strengthening the research, giving a definite shape to the output of different academic premises/pedagogy which can be patented.
- Generating more funds and grants for conducting research work and encouraging faculties to pursue fellowship and PhDs.
- Mid term and Long term goals focus on achieving sustained growth through more programme options at undergraduate and postgraduate levels, improve admissions and improve resource mobilization and to strengthen the academic infrastructure and to bring in a multidisciplinary environment.

DSCA has an effective administrative structure with effective and efficient policies. It is characterized by clear hierarchies, defined roles, and efficient communication routes, facilitating seamless functioning and decision-making within institutional entities. Reputed academicians, Indian Institute of Architects and University nominated members are on the Governing Council, and are actively involved in the decision-making process at various levels.

For this purpose of deploying the IPP, DSCA has in place an effective administrative setup - ,Academic Council, Budget and Purchase committee, Infrastructure Committee, Grievance Redressal and Counseling Cell, Anti- Ragging Committee, Committee for Cultural Activities and Sports Events, Student Welfare Committee, Career Guidance and Placement Cell, NSS Committee, ST SC OBC cell, Minority Cell and Research Promotion and IPR cell among others. All Communicate progress on goals through regular meetings and address any challenges faced during implementation.

Appointment and Service Rules/Procedures: Transparent and merit-based appointment mechanisms, along with adherence to service rules, ensure fairness and consistency. Recruitment is also done on the basis of expertise on various verticals of architectural studies including the arts and urban planning.. Both teaching and Non teaching staff are appointed based on credentials and experience, thereby enhancing the institution's overall efficiency.

The HR department, aided by the staff recruitment committee, issues appointment letters and oversees the distribution of salaries and leave records. Additionally, it furnishes service rule books. Which outline the policies, procedures, and guidelines that govern employee conduct, performance expectations, and benefits within the organization.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

At DSCA, there is a consistent effort to practice self appraisal and review staff performance with an evolving system that highlights the institutional goals and strategies. Regular annual review of Teaching performance and overall contribution towards the institution's development is consistently recorded.

The Performance Appraisal Report submitted by the faculty is a self assessment that is reviewed by an external member of the academic council. The assessment contains parameters, which are reviewed and updated regularly, in par with the institution's goals and plans. The parameters at a broader level are categorized as follows:

1. Use of Modern Pedagogies/ICT-enabled teaching.
2. Teaching-Learning Process and practices
3. Professional Development and Research Contributions
4. Contribution at the Departmental level
5. Contribution at the Institutional level
6. Interaction with the Outside World / External Interface
7. Result Analysis

Faculty undertakes a self assessment followed by a review by an external member of the academic council. The appraisal format is based on an objective point based system that allows the staff to position themselves within a spectrum of achievement, that abets further encouragement.

The institution has formulated a set of structured welfare measures for the staff as enlisted below:

Following welfare schemes are given to the staff of DSCA at various levels:

1. On Official Duty facility for attending research work, Seminars, Workshops, FDPs, Conferences
2. Sick leave for teaching & non-teaching staff
3. Vacations for Teaching Staff
4. Earned Leave facilities for non-teaching staff

5. Provident Fund facilities-Eligible staff are entitled to Provident Fund as per the statute.
6. ESI Scheme – included for non-teaching staff with less than Rs 21,000/- month salary as per ESI Act 1948..
7. Gratuity provision is available to employees who have completed more than 5 years in the institution and can be claimed upon termination of the position.
8. Paid maternity leaves for 3 months, further it can extend on request without salary.

The staff is also provided with various financial aid that include the following:

- Registration fees for Faculty Development Programs, Management Development Programs, workshops and national seminars for all staff.
- The staff are also compensated for industrial visits and study tours,
- Reimbursement of conference registration amount to the faculty for scientific presentations at National/ International conferences is provided, limited to once in two years per faculty.
- Faculty members are provided financial assistance for Certificate courses/Fellowships from recognized forums.
- Concession in tuition fees for children enrolled in Dayananda Sagar ICSE school is provided for employees of DSCA.
- Health cards to the Dayananda Sagar Hospital are also provided to the faculty.
- A Festival advance is given in support to all non-teaching staff.
- Uniforms for all attendees, housekeeping, workshop staff and drivers are also provided.

Avenues for Career Progression:

- DSCA has established a VTU Research Center, enabling eligible faculty to pursue Doctoral Research within the institution.
- The institution has also developed a policy that provides support to faculty participating in national and international conferences.
- The institution conducts training programmes and promotes collaborative participation with other institutions.
- The institution has created an ecosystem that is working towards fund mobilization for research and innovation.

File Description	Document
Upload Additional information	View Document

6.3.2

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

Response: 61.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	12	12	16	13

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

6.3.3

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

Response: 54.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	16	13	8	13

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	6	6	5	3

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Dayananda Sagar College of Architecture commenced its operations as an independent college in 2017-18. Its chief financial support is the MGVP Trust that contributes to the all round development of the institution. All allocation of funds, resources and infrastructure has also been based on the norms put forth by the Council.

The Institution has strategies for mobilization and optimal utilization of resources and funds from various sources. Being a private college (unaided) affiliated to VTU, Belgaum, the institution is

predominantly dependent on tuition fee collection to sustain its operation and developmental initiatives. DSCA has a diverse admission structure with 45 % of the total admissions acquired through the Karnataka State Government (CET) and 30% through COMEDK, for which the State Government fixes the fee through the Fee Structure Committee, with an approximate increase of 5% yearly. The remaining 25% are enrolled through direct admission . As a self-funded institute, the college mobilizes most of its resources through these internal accruals.

The resources and funds provided by the trust are invested across various domains. Sufficient funds go into ensuring quality education through workshops, orientation programmes, site visits, interdisciplinary activities etc. Adequate budget has also been allotted to the day to day expenses of the administration and fixed assets. The development and maintenance of the infrastructure is also met through funds that are timely allocated.

DSCA has a strategy of seeking funds from leading industries mainly through Research and Consultation. The Institute of Bioinformatics and Applied Biotechnology issued a two part grant, totalling an amount of Rs 3.50 lakhs towards the research and design of its Venom Institute, undertaken by DSCA. The first phase started in 2020 and the final design and drawings were submitted during the third stage in 2023. The profits from the collaboration has been directly seeded into our inhouse research work. Such collaborations pave the way for DSCA to continuously probe for more of such grants through an institute - industry collaboration.

While DSCA is also strategising to seek resources and funds from Alumni, it has received significant contributions in the form of library resources. The Alumni have donated books of significant value that has helped DSCA enhance its library infrastructure.

Due to laws that restrict reward systems, DSCA does not have access to any banking investments. There are some smaller opportunities to access grant funds from research portals that are being pursued. So, DSCA will have to majorly depend on internal accruals with the limitations attached.

DSCA rigorously conducts financial audits. Internal Audits are done by the administration staff, keeping a close check on the accruals and expenditure, filing bills and invoices consistently. External Audits are conducted by the Chartered Accountant appointed by the finance department of the MGVP Trust and is conducted annually.

Looking ahead, DSCA remains steadfast in its dedication to fostering an exemplary education system. Through a virtuous cycle, we aim for better admissions and improved fee systems that will be reinvested in the academic and infrastructural pursual of DSCA, helping it grow further.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC cell at DSCA was established in August 2018 to intently work towards performance evaluation, quality enhancement, and accreditation. The quality management system encompasses organizational structure, procedures, processes and human and technological resources.

Over the past five years, **The IQAC system has contributed significantly to institutionalizing the quality assurance strategies and processes**, as follows:

- The academic and administrative progression is systematized through active reviews of all staff and thorough audit is conducted annually. These audit reports give direct feedback to the institution and are aligned with the institutional goals and values.
- The institution has adopted the UN's Sustainable Development Goals nos 7, 11 and 13 as part of the design studios in order to sensitize students about the responsibilities of built environmental design.
- A studio external - mentor system was adopted for all design courses to ensure that the scope and viability of the projects and its design process is relevant to the market and to meet the finest quality of education.
- Faculties are expected to get involved with training programmes that enhance their expertise on a particular topic and keep them up to date with modern methods of teaching and learning.
- Evaluation of bluebooks and other materials undergo a sensitive, moderation process that ensures transparency and equity. The moderation is finally reported to the Principal who ensures a fair system of scrutiny.
- The IQAC cell has put in place various committees that cater to various aspects of the functioning of the institution. These committees work to ensure that the students and staff are part of a well balanced, self sustaining system of education.
- A major strategy that the IQAC has initiated inorder to promote in-house research is to secure ISBN numbers for publications, encouraging more faculty and students to publish their work.

The IQAC cell has reviewed various structures & methodologies of operations and has recorded the incremental improvement as follows:

1. As part of enhancing the curriculum, Prof. Aparna Shastri has been part of the BoE (2022-2023) and BoS(from 2023 onwards). All internal academic discussions are conveyed to the University deliberating impactful changes in the curriculum.

2. IQAC cell has seen the implementation of KOHA from KNIMBUS, a library management system, to enhance the usage of the Library Management System.
3. With regular interaction and feedback from students and faculty, the IQAC cell has been able to set up a floor management system ensuring regular maintenance of all property, including frequent augmentation of teaching resources.
4. Mid- semester faculty reviews ensure smooth delivery of course work and constant feedback on the **teaching learning processes**. These reviews help identify faculty needing support and appropriate counsel is given to them.
5. Student result analysis has helped the institution identify slow learners and special tutorials have been instituted for such students.
6. In order to pave the way for stronger research initiatives the institution, under the IQAC has been able to conduct Research Augmented Extension Activities.
7. Shifting to a digital system of ERP has ensured a more centralized and smoother process of governance for the institution.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: C. Any 2 of the above

File Description	Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Dayananda Sagar College of Architecture (DSCA) has an inclusive environment that promotes gender equity and gender sensitization through periodic engagements with the college community. This reflects through the institute's **balanced male to female ratio** among both staff and students. The institution has policies and various initiatives which ensures gender equity in the work environment, women & men enjoy the same opportunities, rights and obligations in all spheres of activities. Annual celebration of the achievements of women professionals in academia and the industry is a commendable initiative that highlights the importance of recognizing and honoring the contributions of women in traditionally male-dominated fields.

Facilities provided for women in the campus are:

1. **The installation of CCTV cameras** in all corridors, lifts, studios, lecture halls, entrance to the campus, and blocks serves multiple purposes, which provides enhanced security.
2. **Separate Girls Common Room:** The provision of a separate girls' common room offers a designated space where female students can relax, socialize, study, or engage in various activities.
3. **Designated Parking Spaces:** The allocation of designated parking spaces for women ensures convenient and safe access to parking facilities on campus. These parking spaces are typically located in well-lit and easily accessible areas, contributing to the security and convenience of female students, faculty, and staff members who commute to the campus by car or motorcycle.
4. **Girls Hostel with Female Security Guard:** The presence of a female security guard at the girl's hostel enhances safety and security for female residents. Female security personnel can address specific concerns and provide support to residents, contributing to a secure and comfortable living environment within the hostel premises.
5. **Counseling Room:** The availability of a shared facility counseling room with a female counselor dedicated to addressing the emotional, psychological, and mental health needs of female students and faculty members demonstrates a proactive approach to supporting their holistic well-being.

Gender promotion at DSCA is monitored through Grievance Redressal and Counseling Cell and College

Internal Complaints Committee. **Institutions has organized few curricular and co curricular activities focused on gender sensitization and awareness** regarding women's rights and safety. It also is demonstrated through the institution's **staff welfare policy document**, which includes provisions for **maternity leave, policies against sexual harassment** of women at the workplace, and **policies for equal recognition**. The comprehensive maternity leave policy that ensures female employees receive adequate time off during pregnancy and childbirth. Paternity leave of 15 days is also granted for eligible male employees. Institution annually recognises the contributions of both male and female staff by felicitating them with **certificates of appreciation**. Institution also celebrates Women's day and presents success stories of famous women to inspire the girl students and to make them understand their potential.

Gender equity and sensitization efforts on campus are evident not only through the **Gender Audit and Action Plan** but also through a number of initiatives that are conducted periodically, addressing various facets like gender stereotypes, gender based violence, education, women health, women in leadership, women in architecture, gender and parenting, urban planning and gender equity, women empowerment.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

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

Response: C. Any 2 of the above

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

7.1.4

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

Response:

Dayananda Sagar College of Architecture (DSCA) is dedicated to providing an inclusive environment that celebrates diversity and promotes tolerance and harmony among individuals from various cultural, regional, linguistic, and communal backgrounds. The institution has students and faculties from diverse regions, cultural backgrounds and linguistic proficiencies. This diversity brings in exposure to perspectives, enhanced learning outcomes and helps to sensitize people in recognizing cultural bias and different cultural perspectives. The institute boasts of a multifaceted group of faculty from varied regional and linguistic backgrounds.

DSCA's efforts encompass a wide range of initiatives and activities aimed at nurturing understanding, appreciation, and respect for diversity. **The institution organizes cultural fests** that showcase the rich diversity of traditions, arts, and cuisines from different regions and communities. **DSCA annually conducts an orientation programme** for freshers and **farewell for outgoing students to provide an opportunity for students from all backgrounds to interact.** **Ethnic day is celebrated** to display the ethnicity of local regions and cultural diversity. DSCA also annually hosts **talent shows to provide a platform for students to showcase their unique talents, regardless of cultural or linguistic background.** The incoming batch showcase diversity of skills and abilities.

DSCA engages in **community service and activities such as learning ingenious solutions from the slums, focusing on mastering 'Jugaad' for space efficiency, insights into material efficiency from "learning from hands that build", the laborers'.** Recycling used paper to provide children of the slums and other initiatives like **government school transformations** and under the National Service Scheme (NSS). These activities allow students to connect with rural communities, fostering empathy, compassion, and understanding by interacting with and serving diverse groups. Such engagements help build tolerance and harmony towards cultural, regional, linguistic, and socioeconomic diversity. Further, **site visits to villages and heritage sites** provide students with opportunities to learn from traditional architectural practices. These visits and community-building initiatives promote **appreciation for vernacular architecture and indigenous knowledge systems.**

DSCA also conducts various sports events which brings students together, regardless of their background. When students participate in sports events, they engage with peers from diverse cultural, regional, and linguistic backgrounds, helping to break down social barriers and build connections based on shared interests and teamwork. This experience translates into a more harmonious and inclusive environment on campus. Sports events offer opportunities for informal interactions which help students to develop friendships and networks across diverse groups, strengthening the sense of community on campus.

These events help break down social barriers, promote mutual respect and teamwork, celebrate diversity, and build a sense of community. **DSCA further sensitizes the students community towards constitutional obligations by expert lectures on topics relating to urban governance and citizen participation, urbanization in India and policy frameworks.** The institute lays considerable stress on the importance of the Constitution, its salient features, fundamental Rights and its restrictions and limitations. **The institute also sensitizes students and staff regarding their voting rights and duties and professional ethics and values.**

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

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE 1

1. Automation and digitization in educational and administrative processes

2. Objectives of the Practice

- 1.Enhancing operational efficiency and academic processes through automation and digitization
- 2.Building an archive of academic and extracurricular activities.
- 3.Seamlessly transferring knowledge to all the stakeholders in a college, viz the students, the teachers and the parents.

3. The Context

In order to reduce inaccuracies and errors prone in manual processes, digitization was adopted. This resulted in **increased transparency, efficiency and archiving**. Web and mobile applications with accessible attendance records, CIA marks, learning resources, assignments and lesson plans are made accessible among administrators, faculty, parents, and students as needed to facilitate communication and transparency. This also ensured students have **easy access to digital resources** like curated notes, video lectures, assignments, and submission of assignments using ERP and digital archives.

4. The Practice

DSCA periodically publishes two documents - the newsletter & Yearbook. These documents digitize academic and extracurricular activities at our college. Quarterly publication of Quadra Point provides a glimpse of workshops, cultural activities, sports participation and achievements. The Yearbook is an innovative initiative aimed at maintaining digitized records of semester-wise academic outputs and deliverables across all courses. This comprehensive repository serves multiple purposes, including archiving, recording, referencing, and facilitating continuous improvement, review, and introspection.

The biometric attendance systems for faculty and non teaching staff is linked to 'myDSI' which enables the staff to keep track of their daily minutes, leaves and overall attendance status. Student's attendance for each course is mapped on the portal everyday and a SMS is sent for missed attendance to the parent. The library has also been digitized with multiple books, magazines and journals available in digital format for use by both the students and the teachers. ERP Data from all ERP's are analyzed by faculties to monitor student performance. Automation in education through Google Classroom is utilized by the faculty for sharing course syllabus, lesson plans, curated notes, video lectures, assigning and accepting assignments completed by the students. This approach has helped students in reviewing content at their own pace and ensures that all students have equal access to educational materials.

5. Evidence of Success

The introduction of digital attendance and online grading systems have drastically cut down the time required for administrative processes and inaccuracy.

Informal feedback sessions with students and their parents indicate that they find the digital systems convenient, reliable, and user-friendly. Students and parents appreciate the ability to access course materials, submit assignments, and check grades online at their convenience. Faculty using the Yearbook and newsletter for their professional development and course improvement is evident through increased faculty contributions in terms of reviews, and reflections on teaching methodologies.

6. Problems Encountered and Resources Required

1. The initial setup costs, both in terms of monetary value and human effort of developing the digital infrastructures, were very high.
2. The learning curve associated with new technologies demanded regular training sessions to ensure proficiency.
3. Ensuring that all academic outputs and deliverables from every course are collected comprehensively and gathering data can be challenging
4. ERP coordinators were assigned to bridge the gap and provide periodical training.
5. Yearbook & Newsletter teams were formulated.

BEST PRACTICE 2

1. Professional Connect (External Mentor Driven) Architectural Design Studios

2. Objectives of the Practice:

1. To establish professional connections between architects from external architectural firms, students and faculty.
2. To introduce real world issues into academic work.

- 3.Ensuring a need-based institution-professional collaboration, benefiting students by integrating practical industry experience into academic learning.

3. The Context:

A significant gap exists between academic knowledge and real-world applications. Without regular industry exposure, students struggle to connect theoretical learning to practical scenarios, hindering their professional readiness. Bridging this gap is essential for producing competent and confident architects. They need to interact with practicing architects to understand that architecture as a profession is multifaceted. **A design studio with professional connect (External Mentor driven Studio) offers personalized guidance and experiential learning. Practicing architects guide students in developing their architectural design projects, providing valuable real-world insights.**

4. The Practice:

DSCA's focus on added external mentorship, and real-world relevance ensures the holistic development of the students. Architectural design teams, comprising experienced faculty members, hand hold the students throughout their studio projects while external practicing architects, guide the students serving as a role model for the achievable. External practicing architects from architectural studios highlight the importance of ethical considerations and guide students in navigating ethical dilemmas and making responsible design decisions. By integrating ethical discussions into studio projects, students develop a strong sense of social responsibility. Critical thinking and design exploration are heavily emphasized. Students are encouraged to think out of the box. Through faculty guidance and peer collaboration, they develop a deeper understanding of architectural principles, techniques and challenges. Encouraging students to challenge the norms and address practical problems results in continual improvement.

5. Evidence of Success:

Students demonstrate their learning and skills during their internship period of 16 weeks. Most of our students end up getting absorbed into their internship firms itself. **Internship firms have consistently provided positive feedback on the preparedness and performance of students who have been part of the Professional Connect Studios. The performance of the students have been improving over the years. Internship letters frequently contain commendations for the students' performance.** Students appreciate the networking opportunities provided by the professional connect program, which has helped them build valuable industry connections. Sample feedback has also been taken from both internship firms on the students' performance and the students on the performance of the Professional Connect (External Mentor Driven) Architectural Design Studios

6. Problems Encountered and Resources Required:

- 1.Resource constraints can impact the implementation of the professional connect architectural design studios.
- 2.Coordinating external mentorship activities between professional architects and students can be difficult.
- 3.Studio Coordinators were made responsible for overseeing the entire program, liaising with

external professional architects, and ensuring smooth operations.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Sustainability Sensitization in Architectural Education

Objectives of the Practice:

- 1.A dedication to nurturing graduates who contribute positively to society through sustainable practices.
- 2.Facilitating environmentally conscious design practices.
- 3.Seeking to align architectural education with the UN Sustainable Development Goals, 2030.

The adoption of this practice is for sustainable design solutions amid mounting environmental challenges as highlighted by the UN SDGs, prompting educational institutions to adapt to evolving trends. This encompasses the need to **integrate sustainable practices into architectural education**, heightened awareness surrounding environmental concerns, and the continuous evolution of building codes and regulations. **Notably, there is a pronounced emphasis on enhancing energy efficiency, promoting environmental sustainability, and aligning with industry expectations, necessitating architects to possess a comprehensive understanding of sustainable principles and practices.** Through various initiatives, the institute is working towards responding to the SDGs and has been successful in sensitizing upon some - **SDG7 Affordable and Clean Energy, SDG11 Sustainable cities and Communities and SDG13 Climate Action.**

Students are exposed to global and local sustainability initiatives through various talks, seminars and workshops. These events aim at emphasizing the role architects play in creating environmentally conscious designs. This instills a sense of responsibility and awareness from the early stages of their education. **Recognizing the importance of sustainable materials, alternate construction methods**

and bamboo workshops are conducted. Students learn about the structural and environmental benefits of bamboo and alternate materials and apply this knowledge in their designs. This experience with renewable material prepares students for future projects that prioritize sustainable materials. DSCA provides students with numerous opportunities to engage with real-world challenges, particularly focusing on sustainability. Through various programs and initiatives, students can participate in projects that emphasize sustainable design and practices. The college encourages collaborations with local communities and organizations to address pressing social and environmental issues. By integrating sustainability into the curriculum, students learn to create innovative solutions that promote ecological balance and social equity. These hands-on experiences not only enhance their professional skills but also instill a deep commitment to sustainable development and community welfare.

Lesson plans for all courses are meticulously crafted to prioritize sustainable practices. The objective is to raise awareness, educate and stimulate creativity by incorporating sustainable principles. Moreover, the courses emphasize the utilization of sustainable materials, energy and water efficient building designs and construction techniques, ensuring a holistic approach to environmentally conscious design. **The studios aim to achieve SDG7 Affordable and Clean Energy, SDG11 Sustainable cities and Communities and SDG13 Climate Action through its evolving briefs, design solutions and mentoring.** Dayananda Sagar College of Architecture collaborates with industry leaders / experts in sustainable design and construction to provide students with real-world insights.

Students and faculties are encouraged to undertake studies that delve into specific aspects of sustainable architecture. These topics can range from exploring innovative materials to investigating the environmental impact of design choices. Faculty members actively engage in studies related to sustainable architecture, this results in enhanced ability of imparting quality education to students. **The study topics in the previous five years have mainly aligned with SDG7 Affordable and Clean Energy, SDG11 Sustainable cities and Communities and SDG13 Climate Action.** A well-rounded education that aligns with the evolving needs of the architecture profession can be seen through prolific contributions of faculty members in the form of publications on sustainability topics that also have an impact on the academic community, the dissemination of knowledge. The influence of faculty publications on the integration of sustainability topics into the curriculum is inevitable. If faculty research directly informs course content, it reflects a practical application of scholarly work in the educational context. The continuity and sustainability of faculty publications on sustainability topics over time indicate a lasting commitment. Long-term impact is evident when faculty consistently produces relevant research that evolves with emerging challenges and opportunities in sustainable architecture. The institute also annually offers value added courses relating to sustainability.

The library is an educational asset actively promoting sustainable practices having a comprehensive collection of books and resources that focus on sustainability. This practice aims to provide students and faculty with a rich repository of literature covering sustainable design, green building practices, environmental impact assessments, and related fields. Recognizing the interdisciplinary nature of sustainability, the collection spans various disciplines, including architecture. Establishing a library collection that places sustainability at its core enriches the educational experience and also reflects the institution's commitment to producing environmentally conscious and socially responsible architects. **A multidisciplinary library that caters to knowledge on various Sustainable Development Goals (SDGs) plays a crucial role in supporting the educational and research needs of students and faculty.** Dayananda Sagar College of Architecture aims at developing a collection of books, journals, databases, and multimedia resources related to the SDGs. Currently, the library includes works on sustainable architecture, renewable energy, water conservation and biodiversity. The

college library is working towards collaborating with other libraries, research institutions, platforms and organizations focused on sustainability to share resources and information - currently collaborating with VTU Knimbus platform since 2022.

By making sustainability a central focus of architectural education, DSCA aims for students to become leaders in creating a more sustainable and equitable built environment. This approach not only aligns with the UN SDGs but also enhances the distinctiveness and impact of the institution's educational offerings.

File Description	Document
Any other relevant information	View Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

In order to keep pace with the needs of the current generation, Dayananda Sagar College of Architecture has strategically-established a strong presence across various social media platforms. This proactive approach has enabled us to effectively-disseminate targeted information, gain referrals, and foster robust connections with all our stakeholders. Through platforms like Facebook, Instagram, LinkedIn, and Twitter, we engage with alumni, parents, students and professionals alike.

Social media serves as a dynamic tool for not only promoting our Institution's achievements and initiatives but also for building a cohesive community. By sharing success stories, updates on events, and showcasing our student achievements, we strengthen our brand identity and cultivate a sense of pride and belonging among our stakeholders. This engagement extends beyond mere communication; it allows us to listen to feedback, address concerns, and continuously improve our offerings based on the needs and expectations of our community.

In essence, our strategic use of social media has enhanced our Institution's visibility, fostering meaningful connectivity, and reinforcing our commitment to meeting the evolving needs of all those involved in our architectural and higher educational ecosystems.

Concluding Remarks :

We are a group of energetic and enthusiastic team of Architects/engineers serving as faculty members of this Institution. We are deeply concerned about both global and local environmental issues. Our collective passion lies in exploring the sustainability aspects of the built environment, believing that it holds the potential to bring about significant positive changes in the society.

Global issues such as climate change, resource scarcity, and biodiversity loss underscore the urgency for architects to embrace sustainable practices. By integrating principles of sustainability into our designs and teachings, we aim to minimize environmental impact while maximizing social and economic benefits. This approach involves designing buildings that are energy-efficient, use renewable materials, and promote healthy indoor environments.

At the local level, we are trying to sensitize our students about the unique challenges faced by our communities. Urbanization, rapid development, and infrastructure expansion often lead to environmental degradation and loss of green spaces. As architects and educators, we strive to foster a deep understanding of how our design decisions can contribute to or mitigate these challenges. By promoting sustainable urban planning, green building practices, and community engagement, we aim to sensitize the next generation architects in creating resilient and livable cities for the benefit of the current and future generations.

Education plays a pivotal role in our mission. As faculty members, we are committed to nurturing the next generation of architects who are not only skilled in their craft but also passionate about sustainability. Through interdisciplinary collaboration such as the one with Civil engineering, Mechanical engineering, AI and Data science, and with hands-on learning experiences, we empower our students to think critically, innovate responsibly, and design with empathy for benefitting both, the people and the planet.

Our enthusiasm for sustainability extends beyond the classroom. We actively engage with industry professionals, policymakers, and community stakeholders to advocate for sustainable practices and influence decision-making processes. By sharing our knowledge and expertise, we strive to create a ripple effect that inspires positive change throughout the architectural profession and beyond.

Moreover, we recognize that sustainability is not just a trend but a moral imperative. It requires a shift in mindset and a commitment to continuous learning and improvement. As architects, we embrace this challenge with optimism and determination, knowing that our efforts of today will have far-reaching implications for tomorrow.

We at DSCA are dedicated to advancing the field through education, advocacy, and innovative design practices. By prioritizing the principles of sustainability in the built environment, we aim to contribute to a healthier planet, reach out to more resilient communities, and a brighter future for all. Together, we believe in the transformative power of architecture, to inspire, educate, and lead the way towards a more sustainable and equitable world.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years) Answer before DVV Verification : Answer After DVV Verification :13 Remark : DVV has updated the data after excluding the courses that are part of regular curriculum																				
1.2.2	Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years 1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>401</td><td>380</td><td>289</td><td>251</td><td>192</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>193</td><td>23</td><td>114</td><td>229</td><td>73</td></tr></table> Remark : updated the data as per the metric id 1.2.1.	2022-23	2021-22	2020-21	2019-20	2018-19	401	380	289	251	192	2022-23	2021-22	2020-21	2019-20	2018-19	193	23	114	229	73
2022-23	2021-22	2020-21	2019-20	2018-19																	
401	380	289	251	192																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
193	23	114	229	73																	
1.4.1	Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: C. Feedback collected and analysed Remark : updated the data as HEI has not provided the supporting documents for the feedback communicated to the relevant body																				
2.1.2	Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years 2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)																				

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	20	27	23	22

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	20	27	23	23

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
32	33	29	25	26

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
69	70	60	60	60

Remark : updated as per the Govt. reservation policy at 50% as per Govt

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
24	23	19	18	15

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	1	1	1

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5.15	3.35	0	0	2.5

Answer After DVV Verification :

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

Remark : the grants are related to private consultancy or seminars which are not considered

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	10	9	8	10

Answer After DVV Verification :

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

Remark : updated the data after considering only the workshop, seminar and conference only, DVV has excluded the lectures

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	5	5	8	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	2	2	2

Remark : Value updated as per calendar year and verified the ISSN in ugc care list and affiliating to the HEI

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	5	5	4	6

Answer After DVV Verification :

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

Remark : updated the data as per calendar year and verifying the ISBN number from isbn.gov.in

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
21	18	02	05	08

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	7	1	2	3

Remark : updated the data only the activity organized outside the campus for the benefit of the society only, not for their own students

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

Answer before DVV Verification :

Answer After DVV Verification :9

Remark : updated the data only for the activity that organized as per SOP.

4.4.1	Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs) 4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs) Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>110.49</td><td>97.39</td><td>57.41</td><td>100.51</td><td>105.95</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>35.07</td><td>43.51</td><td>27.42</td><td>33.18</td><td>63.50</td></tr></table> Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.	2022-23	2021-22	2020-21	2019-20	2018-19	110.49	97.39	57.41	100.51	105.95	2022-23	2021-22	2020-21	2019-20	2018-19	35.07	43.51	27.42	33.18	63.50
2022-23	2021-22	2020-21	2019-20	2018-19																	
110.49	97.39	57.41	100.51	105.95																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
35.07	43.51	27.42	33.18	63.50																	
5.1.1	Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years 5.1.1.1. Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>377</td><td>320</td><td>253</td><td>226</td><td>205</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>326</td><td>297</td><td>248</td><td>230</td><td>205</td></tr></table> Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.	2022-23	2021-22	2020-21	2019-20	2018-19	377	320	253	226	205	2022-23	2021-22	2020-21	2019-20	2018-19	326	297	248	230	205
2022-23	2021-22	2020-21	2019-20	2018-19																	
377	320	253	226	205																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
326	297	248	230	205																	
5.1.2	Following capacity development and skills enhancement activities are organised for improving students' capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. ICT/computing skills																				

Answer before DVV Verification : A. All of the above
 Answer After DVV Verification: C. 2 of the above
 Remark : As per the supporting documents provided based on that DVV input is recommended.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : updated the data as the supporting documents for the timely redressed of the grievances through appropriate committee is not provided

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
48	35	31	30	25

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
32	20	20	15	15

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
55	54	51	48	69

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
68	54	51	48	69

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

5.3.1 **Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as**

one) during the last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
17	10	0	6	7

Answer After DVV Verification :

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

Remark : updated the data after excluding the inter college awards, appreciation awards and awards without any position.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
41	37	16	30	32

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	6	4	5	6

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	15	18	19	16

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	12	12	16	13

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

6.5.2

Quality assurance initiatives of the institution include:

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

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

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

Remark : As per the supporting documents provided based on that DVV input is recommended.

7.1.3

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

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

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

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

Remark : updated the data as the Audit has not been done from an authorized agency/NGO as per SOP

2.Extended Profile Deviations

ID	Extended Questions				
1.2	Number of teaching staff / full time teachers year wise during the last five years				
	Answer before DVV Verification:				
	2022-23	2021-22	2020-21	2019-20	2018-19
	25	25	20	19	17
	Answer After DVV Verification:				
	2022-23	2021-22	2020-21	2019-20	2018-19

23	25	20	19	17
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2.1 **Expenditure excluding salary component year wise during the last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
159.56	131.74	76.47	140.65	1985.99

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
99.12	91.69	52.25	90.70	1958.06