



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

MOHAMED SATHAK A.J. ACADEMY OF ARCHITECTURE

**NO. 34, RAJIV GANDHI SALAI (OMR), INSIDE SIPCOT IT PARK, SIRUSERI,
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Mohamed Sathak A J Academy of Architecture (MSAJAA) is managed by Mohamed Sathak Trust (MST), the Charitable Educational Trust established on 26 October 1973 at Kilakarai. The aim of the trust is to promote technical education and to train the student to cope with the technical needs of the day. The trust has a group of institutions which offers programmes in the field of technical, vocational, paramedical, and higher education. Mohamed Sathak A.J. Academy of Architecture is one of the 18 institutions under the Mohamed Sathak Trust and was established on 16th August 2010. MSAJAA strives to create an environment from which students emerge equipped to face the challenges of the new normal and be advocates of change.

MSAJAA, a stand-alone architecture institution affiliated to Anna University, Chennai, is nestled in the intellectual corridor of Chennai, the OMR. The campus is equipped with state-of-the-art facilities and infrastructure. It opens up many opportunities to creatively empower students in designing built environments that are cleaner, greener, and sustainable. MSAJAA moved to its own campus in the year 2012.

MSAJAA offers a 5-year B.Arch. and a 2-year M.Arch. (Conservation) degree program, affiliated with Anna University, Chennai, and approved by the Council of Architecture, New Delhi. MSAJAA is the first institute to offer specialization in Conservation in South India as an interdisciplinary course, designed to address conservation challenges, contemporary interpretations of history and documentation of tangible and intangible cultural heritage. MSAJAA has an active Heritage Cell to create and spread awareness on conservation.

Faculty are well-qualified with specialization in Urban Design, Environmental Planning, Architectural Conservation, Landscape Architecture, Project Management, Real Estate Development, Structural Design, and Interior design. MSAJAA faculty are affiliated to several professional institutions like INTACH, ICOMOS and The Indian Institute of Architects (IIA) and are certified LEED, IGBC and WELL accredited professionals. MSAJAA is an institutional member of INTACH and IIA and has academic collaboration with institutions within the country and abroad.

Vision

Our academy envisions a holistic environment that fosters creative learning, emphasizes critical thinking skills for problem solving while presenting a multitude of opportunities for innovation and sustainability through the design of built environments. We believe in a deep-rooted understanding of the 3 'C's - context, climate & culture while aspiring for and setting global standards of excellence in architecture. We wish to inculcate a professional work ethic through a collaborative work culture and harness the potential of every individual towards being social changemakers as well as global leaders of tomorrow. We aspire to create a resilient community of sensitive and sensible thinkers while bridging the gap between academia and practice. In our common future lies the magnitude of possibilities for our entire fraternity.

Mission

MSAJAA is committed to fostering a dynamic learning environment that cultivates creativity, critical thinking,

and innovation in the field of architecture.

Our mission is to empower students to become visionary architects who shape the built environment with integrity, sustainability, and social responsibility at the forefront. Therefore, MSAJAA strives to

- facilitate self-directed learning through a well-structured pedagogy.
- focus on skill refinement and technical proficiency in architectural education.
- adopt emerging technologies for design exploration in the academy and beyond.
- create an ecosystem of research, innovation and entrepreneurship.
- engage in academic collaborative ventures and establish industry partnerships for capacity building in architecture.
- become a hub for idea incubation with the motto - “explore, experiment & exhibit”.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- MSAJAA is the **first to offer specialization in Architectural Conservation** in the whole of South India. A Heritage cell for students and staff is effectively functioning with events across the year to raise awareness on conservation.
- **Visiting faculty**, who are practitioners in the field of architecture and allied areas, help bridge the gap between academia and the profession throughout the duration of the students' programs.
- Two **Professor Emeritus** have been appointed to mentor faculty and students. Their expertise is utilized to review students' progress in the studios, foster design thinking, conduct workshops, and deliver expert lectures. Additionally, teaching faculty are guided in course delivery and curriculum design.
- **Industrial and institutional collaborations**, both nationally and internationally, have provided exposure for students and faculty, opening up new avenues for teaching, learning, and collaborative work. Participation in collaborative design studios and competitions have emphasized students' abilities to work in teams, think creatively, solve complex problems, and communicate effectively. It also provides them with practical experience in applying theoretical knowledge to real-world design challenges and fostering their professional development. Lectures and Faculty Development Programs (FDPs) have been conducted for faculty through these collaborations.
- **Retention of staff members** for over five years signifies stability and nurtures a cohesive community and facilitates the accumulation of valuable institutional knowledge and experience.

Institutional Weakness

- The location of the campus in the outskirts of the city.
- The number of Ph.D. qualified faculty is limited.
- Consultancy services and Research (publication and patent) are in the nascent stage.
- Girls hostel facility is off campus.

Institutional Opportunity

- Attainment of **autonomous status** through NAAC accreditation.
- Explore opportunities to strengthen **internal revenue generation** through consultancy.
- Collaborate with Anna University and other centers of excellence to **strengthen research opportunities**.
- Establish **faculty and student exchange programmes** with National and International Institutes.
- To develop an **ecosystem for innovation and entrepreneurship** among students.
- Focus on **creating an environment conducive** to organizing various STTPs /FDPs /conferences and symposiums.
- Establish a **career counseling center** to enhance students' success in competitive examinations and pursue higher studies and seek alumni engagement in academic and placement activities.
- **Collaborate** with like-minded, reputable architectural institutes from other regions within India and abroad with a **focus on addressing social and environmental concerns through joint design studios and assignments**.

Institutional Challenge

- Achieve academic excellence through research and publication.
- Revenue generation through active consultancy.
- The development of innovative laboratory experimental setup with external funding.

- To obtain funding from organizations to support research projects that aim to enhance knowledge, tackle social issues, and contribute to academic and scientific progress.
- Adopting new technology and methods to keep students and faculty updated.
- To get better visibility for the institution to increase admission at UG and PG levels.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

MSAJAA affiliated with Anna University (AU) offers academic programmes in Architecture that are multi-disciplinary with a **unique blend of creativity, critical thinking skills for innovation and sustainability** through the design of built environments. The (AU) Choice Based Credit System (CBCS) syllabus along with proper refined objectives provides all-round multidimensional skills to the students & has enormous diversity in the curricula.

The curricula and syllabi are revised every four years by the university for both the B.Arch and M.Arch (Conservation) Programmes in accordance with Outcome Based Education (OBE), that encompasses institutional goals, **employability enhancement, entrepreneurship, skill and knowledge development**. The curriculum embraces local, regional, national, and global development needs through the introduction of new electives and mandatory courses.

MSAJAA curriculum planning endeavors to achieve all the programme outcomes at the course level so that the graduates are equipped with the knowledge, technical skill-set, lifelong learning attitude, passion for professional excellence and willingness to serve society. The course outcomes are carefully formulated to improve **conceptual, theoretical and analytical understanding of fundamentals, emerging concepts & technologies, and scholarly readings** among the students with a special focus on the 3 'C's - **context, climate & culture**.

The curriculum planning of B.Arch Programme at MSAJAA exposes the students to **collaborative work** enabling the creation of a community of sensitive & sensible thinkers. The gap between **academia and practice is bridged** by involving practicing architects in all courses. Students are engaged in hands-on workshops, **mandatory educational tours** and learning is further enhanced by collaborating with institutions at the places of visit in India and through interactions with local architects.

In the M.Arch Programme MSAJAA sensitizes students to conservation of heritage- both natural and built- as a **tool for sustainable practices**. The outcomes are many like documentation of heritage sites, adaptive reuse, restoration of heritage buildings and the intangible cultural heritage.

Teaching-learning and Evaluation

MSAJAA focuses on student-centred learning methods and the teaching is primarily **Outcome Based**

Education (OBE). The student-faculty ratio is 11.26

Experiential learning is promoted through design studio collaborations, adaptive learning for personalized instruction, experiential learning through hands-on projects, project-based learning such as retrofitting historic buildings, inquiry-based learning through guided exploration, **participative and peer learning** via open juries and presentations, and problem-solving methodologies including brainstorming and SWOT analysis.

The AICTE-approved induction programmes are conducted by trained faculty members to familiarize the **students with ethics and human values and orient them towards higher education**. The academic flexibility allows students to choose electives across all UG programmes.

Student mentorship is done by allotting one faculty member for every student with a maximum of 20 student mentees per faculty mentor. The **Student-Computer ratio is maintained as 5:1**.

The college maintains a **transparent and efficient** system by having MasterSoft Education ERP Software that automates all major processes including management of **academic and non-academic operations**.

MSAJAA communicates **Programme Outcomes (POs) and Course Outcomes (COs)** through multiple channels like the institute's website, university syllabus and induction program. The **evaluation of the teaching-learning process is facilitated through multiple course committees, structured assessment tests, end-semester examinations, online student feedback, and academic audit**. Internal examinations are conducted following Anna university regulations, with prompt uploading of marks in the web portal. **Assessment methods aligned with learning objectives are used to evaluate student achievement**.

Faculty meetings, notice boards, and the student council also serve as platforms for communication. Over the past five years, MSAJAA has maintained a 65.3% **student enrolment percentage**.

Research, Innovations and Extension

MSAJAA lays great emphasis on creating a robust ecosystem for innovation, creation, exchange and dissemination of knowledge. The formation of an **Incubation cell** and an **Innovation cell** have greatly facilitated the nurturing of ideas proposed by students and staff of the institution and converting them into viable successful business ideas. The **research cell** in MSAJAA gives guidance to enable quality research and publishing by faculty and students. Special emphasis is given to creating a repository of Indian Knowledge systems (IKS). The **Technology transfer cell** enables tapping of design inventions, advancement in materials, software and technical knowledge from field experts as well as relevant organizations, both for students and faculty. Further MSAJAA has an **Entrepreneurship development cell, and Intellectual Property Rights (IPR) Cell**

Focus is on **teaching beyond classrooms** and to this end, the institution has undertaken Collaborative studios with other institutions and research centres, regular site visits and case study visits, interaction with field experts, all dovetailed into the execution of the curriculum. Regular inputs from domain experts into design studios enable students to get a wider understanding of design relevance in the Architecture field.

Students participate in competitions floated by building Industry, Government authorities, knowledge partners etc and are encouraged to steer research and focus on innovations.

MSAJAA has Signed **MoUs** with institutions, both national and international for creation and transfer of Knowledge. MoUs are also signed with industry partners, allied Institutions as well as practicing professionals in architecture and allied fields.

Community outreach is undertaken regularly and aims at ascertaining the needs of stakeholders both in the rural and Urban contexts. Extension activities are carried out in the neighborhood community, sensitizing students to social issues for their holistic development, and impact thereof during their course in the institution.

Infrastructure and Learning Resources

MSAJAA is situated in a prime location along Rajiv Gandhi Salai (OMR) at Siruseri, Chennai with a site area of 2.99 acres and adequate infrastructure facilities as per Council of Architecture (COA) norms. The institution is facilitated with **design studios, studio cum lecture halls, lecture halls, smart classrooms, laboratories** for model-making, photography, material museum, climatology, workshops for surveying and carpentry, computer labs with state-of-the art facilities to aid teaching-learning. The supporting facilities include construction yard, open air theatre, indoor and outdoor sports areas, gymnasium, health care centre, ATM, common rooms, prayer rooms for students and employees and an **auditorium with a seating capacity of 240**. The institution has a boys hostel within the campus and girls hostel at Sholinganallur within 5 km from the college campus. The institution has a transport facility with 10 buses which covers primary nodes of the city to the campus with adequate parking capacity for 4-wheelers and 2-wheelers. Library is enriched with **3829 volumes** and is automated using Integrated Library Management System (ILMS), **Koha 20.05**. The library is enhanced with e-resources such as **Delnet, e-shodhsindhu, British Council library membership**. The computer lab has 40 and 50 computers with **i7 and i5 configuration** respectively for which the student computer ratio is 1:5 and is facilitated with **50 Mbps bandwidth**. E-governance is carried out with the **Master cloud ERP system** that manages administration, campus and academic operations. The maintenance of campus infrastructure is executed with a maintenance policy and committees for estate office, library and Information Technology.

Student Support and Progression

MSAJAA has always nurtured a **student-centric** approach towards **holistic development** and career-building of its student community. It recognises the various socio-cultural and economic backgrounds that students identify with and offer several support systems to ensure their academic journey is smooth as well as enriching. Several scholarships and freships are facilitated in the tuition and hostel fee for deserving candidates every year with plans to increase this support in the upcoming years to come. With the same intention, all events and programs organized in the Academy provide ample opportunities for students to build their multiple skill sets, increasing their **career-readiness** multifariously. This scenario is similar in the case of students at both ends of the learning spectrum, where the Academy guides them additionally/ appropriately to progress based on their abilities/ skill level.

A robust system of **grievance redressal** is in place at MSAJAA, encouraging students to adhere to the '**No Tolerance**' **policy to ragging or harassment** of any nature. Regular industry-exposure site visits and expert lectures as well as **capacity-building workshops** are organised to ensure the learning is holistic and improves the students self-confidence. Students are encouraged to participate in extracurricular activities at all levels, as the Academy firmly believes in their **personality development**.

A young and enthusiastic **Alumni Association** has started taking keen interest in giving back to their alma

mater through the conduct of knowledge-transfer sessions, accomplished Alumnus talks, career-guidance and advancement workshops, etc., alongwith initiating financial support and informal-engagement also.

MSAJAA is strongly committed to its ethos of student support and success by synergetic academic, co-curricular, extra-curricular, industry based instruction and exposure to act as their launch pad in becoming ready and responsible citizens.

Governance, Leadership and Management

The Institute practices good leadership and governance by setting up policies and planning human resources, recruitments, guidelines, grievance redressal mechanism and service rules for teaching and non-teaching staff. The deployments of strategic / perspective plans are discussed by the Governing Council, Academic Advisory Board, Planning and monitoring board regularly. Funds are audited through the internal and external audit section of the college and statements of expenditure and utilization certificates are produced on time.

Our Institute has also set its vision and goals to create a resilient community of sensitive and sensible thinkers while bridging the gap between academia and practice. We have functionary committees to monitor the Academic and administrative run of the institute. The Director and Principal regularly conduct meetings with faculty members and students and propose developmental measures for improvement of all stakeholders. Most of our faculties have participated in Value-based education on Universal Human Values conducted by AICTE to achieve a holistic technical education by rethinking on“education for achieving full human potential, developing an equitable and just society, and promoting national development” as per NEP 2020.

MSAJAA has a functional Internal Quality Assurance Cell (IQAC) responsible for Quality Assessments, including Audits, achieving Benchmarks and Documentation. The cell is actively involved in quality improvement initiatives such as NAAC Accreditation, Collecting Feedback from stakeholders, conducting training for staff, internalization of quality culture and other reforms. We conduct workshops in collaboration with the Council of Architecture, Indian Institute of Architects and Indian National Trust for Art and Cultural Heritage (INTACH).

Institutional Values and Best Practices

MSAJAA provides **Gender Equity & Sensitization** in both **Curricular and Co-Curricular Activities**, along with On-Campus Facilities specifically tailored for Women. Through our **design studios** at MSAJAA, students gain insight into how space and architecture are perceived in relation to gender. This understanding helps students analyse and consider gender-related needs within built environments. By incorporating **universal design principles**, we ensure that our students develop projects that are **inclusive** and accommodating to all individuals, regardless of gender. Students are also sensitized to gender issues and women's empowerment through events organized by MSAJAA's **Women's Empowerment Cell (WEC) and POSH cell**. Moreover, a Redressal form provides a platform for women to express their opinions and address grievances.

Additionally, MSAJAA prioritizes **eco-friendly practices** such as energy and water conservation, waste management, including solid/liquid waste and e-waste recycling, carbon neutrality, and green initiatives aimed at mitigating climate change and environmental problems. The institution facilitates the **differently abled** (Divyangjan friendliness), explicit concern for **human values**, and **professional ethics** through lectures and workshops. MSAJAA has sensitized its students and faculty to their **constitutional obligations** through

several courses and celebrating constitutional days. In essence, the institution demonstrates its dedication to **social responsibility and values** through its regular activities.

The institute effectively adopts innovative techniques for **curricular enrichment** through collaborative ventures and talent pool development, called "**Unlocking Potential**", which is considered one of the best practices. The Mentorship program, "**Sense and Sensitivity**" is another best practice in the institute, where students and staff are mentored for their **Academic proficiency and personality development**. These practices create a holistic and collaborative learning environment.

MSAJAA is widely recognized for its significant contributions to the activities of the **Heritage Cell**, which endeavors to promote access to heritage and culture for all. Through a series of workshops, lectures, interdisciplinary collaborations, research, and community engagement, the institution is committed to raising awareness and sensitizing the community to the importance of cultural and heritage values, establishing a **unique and distinguished practice**. This practice exemplifies the institution's dedication to **heritage conservation and sustainability**.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MOHAMED SATHAK A.J. ACADEMY OF ARCHITECTURE
Address	No. 34, Rajiv Gandhi Salai (OMR), inside SIPCOT IT Park, Siruseri, Egattur
City	Chennai
State	Tamil Nadu
Pin	603103
Website	www.msajaarch-edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	RANEE MARIA LEONIE VE DAMUTHU	044-27470391	9940004501	-	mohamedsathak_aa@msajaarch-edu.in
IQAC / CIQA coordinator	Sheeba. J	044-27470392	9940239007	-	iqac@msajaarch-edu.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

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

Establishment Details				
State	University name	Document		
Tamil Nadu	Anna 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,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
COA	View Document	26-06-2023	12	renewed every year

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	No. 34, Rajiv Gandhi Salai (OMR), inside SIPCOT IT Park, Siruseri, Egattur	Semi-urban	2.99	9401.84

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	HSSC with Mathematics	English	120	64
PG	MArch,Architecture,Conservation	24	B.Arch	English	10	2

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	5				9				20			
Recruited	2	3	0	5	1	8	0	9	3	17	0	20
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				21
Recruited	12	9	0	21
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				2
Recruited	2	0	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	2	0	0	0	0	1	0	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	2	1	0	1	8	0	2	17	0	31
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
		11	2	0	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	40	0	0	0	40
	Female	24	0	0	0	24
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	2	0	0	0	2
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	6	0	1	6
	Female	1	2	2	2
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	34	31	23	37
	Female	39	22	19	23
	Others	0	0	0	0
General	Male	0	5	1	8
	Female	8	6	6	2
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		88	66	52	78

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>MSAJAA fosters the development of professionals with a deep-rooted understanding of context, climate, and culture, nurturing individuals to become social change-makers and global leaders of tomorrow. Architecture, as a field of education, offers the possibility of horizontal expansion through a variety of courses spanning liberal arts, technology, humanities, and other disciplines. The Architecture program itself being a multidisciplinary course incorporates Humanities in its entire curriculum. The curriculum is divided into major four components: 1. Design Stream (Such as Foundational Design Studio, Sustainable Design, Climatic design and Advanced Design Studios across all years) 2. Technology</p>
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Stream (Such as Building components and their representation, Digital tools for building modeling and analysis, Building Services, Structural design of Masonry, timber, concrete, steel, glass and plastic etc.) 3. Knowledge Stream (Such as Thinking through diagrams and modes, Electricity lighting and acoustics in buildings, Site surveying and planning, Construction and Project Management, Film appreciation etc.) 4. Skill Stream (Such as Digital drawing, visualization and representation and Introduction to language and english skills) As seen from curriculum structure, STEM is an integral part of the learning process and Architectural Design being the core subject brings all STEM courses into its fold. The institution further integrates humanities and science by incorporating physical studies in rural and urban design studios, engaging in socio-economic studies, and integrating real-life scenarios. Based on NEP guidelines the Council of Architecture suggests the flexibility of exit and entry from and to a given program. Following the adoption of NEP by Anna University based on COA guidelines, MSAJAA as an affiliated institution will integrate and accommodate the new approach for a productive learning environment. An autonomous status will enable greater flexibility within this framework. The highly qualified faculty specializes in Urban Design, Environmental Planning, Architectural Conservation, Landscape Architecture, Project Management, Real Estate Development, Structural Design, and Interior Design will further augment a multidisciplinary learning environment. Design studios which are the core of an architectural programme are conceptualized for collaboration, ideation, and exploration of emerging technologies. These studios facilitate the transformation of concepts into tangible projects. Practicing architects and alumni enrich these studios with their valuable expertise and real-world experience, providing insights and practical solutions to create an immersive experience.

2. Academic bank of credits (ABC):

MSAJAA is currently following the regulations and syllabus of 2017 and 2021 of Anna University. The University already offers a Choice based Credit System (CBCS) and flexible curriculum and syllabi, where students are given a wide range of courses as professional electives to choose from. Such a system can smoothly flow into the Academic bank of credits

(ABC) system as suggested by NEP 2020 and will facilitate the academic mobility of students with the freedom to study across the Higher education Institutions in the country with an appropriate “credit transfer” mechanism from one program to another, leading to attain a Degree/ Diploma/ PG- diploma etc. Once the institution gains autonomous status within the University following NAAC Accreditation it will be possible to register under ABC to enable multiple entry and exit from and to the program providing greater flexibility to the students. Being an affiliated institution, constraints are there in the collaboration and internalization of education, joint degree programs and transfer of credits. However, the autonomous status will aid in the incorporation of these systems into the curriculum structure. To a certain extent as part of the curriculum, there is flexibility to opt for Open Elective Courses (OEC)/ Professional Elective Course (PEC), online courses and Value-Added Courses (VAC). Students can take a maximum of two one credit courses / one two credit course during the entire duration of the Programme as VAC. Students are permitted to credit a maximum of one online course of three credits, with the approval of the Head of the Institution and Centre for Academic Courses, in lieu of an open elective / professional elective course. These online courses are to be chosen from the SWAYAM / NPTEL platform. Faculty are encouraged to create their lesson plans and pedagogical approaches within the approved framework of the university guidelines. The course is structured upon the credit system-based assessment, and includes textbook and reference material selections, assignments, and assessments. Faculty also provide feedback on the courses they teach for curriculum improvement, which is then submitted to the affiliated university.

3. Skill development:

The Anna University curriculum advocates strong vocational and soft skill-based education into the architectural curriculum. It provides value-based education through courses such as Human Values, Society, Professional Ethics, Environment, and Behavioral Science. "Universal Human Values" is also included in the Student Induction Programme as stipulated by AICTE. Students benefit significantly from faculty-led sessions for software training, hands-on workshops, field visits, case studies, internship

	<p>opportunities, collaborative design studios with institutions nationwide, student clubs, public exhibitions, expert lectures, panel discussions with industry professionals, virtual interactions with architects worldwide, building construction workshops, and skill-building activities. Moreover, students are encouraged to participate in group activities such as design competitions aimed at fostering life skills like communication, cooperation, teamwork, and resilience, which complement interdisciplinary learning and soft skill development. As part of NSS to inculcate positivity and development of humanistic, ethical, constitutional and universal human values, students have adopted a village named Vembedu in Thiruporur district and a seven day camp was organized for donating books to community library, Painting the school walls, conducted craft activities for school children and rally to eradicate Plastic. Counselor talk with a medical and clinical psychologist on befriending emotions – mental health is mental wealth was arranged for students.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Indian Knowledge System (IKS) is deeply integrated into MSAJAA's architecture curriculum. MSAJAA stands as the first institute in South India to offer specialization in Conservation as an interdisciplinary course, aimed at educating architects on conservation challenges, contemporary interpretations of history, and documenting tangible and intangible cultural heritage. The Heritage cell of MSAJAA collaborates with INTACH and IIA to create awareness about IKS amongst the public through heritage walks and exhibitions. The B.Arch curriculum encompasses IKS subjects such as Fine Arts, Vernacular Studies, Humanities and Sciences, Human Settlements and Planning, as well as Well-Being with Traditional Practices including Yoga, Ayurveda Siddha (MX3085), History of Science and Technology in India (MX3086), Political and Economic Thought for a Humane Society (MX3087), State, Nation Building, and Politics in India (MX3088), Elements of Literature (MX3082) and Film Appreciation (MX3083). The institute has collaborated with Hunnarshala, a non-profit organization working towards community empowerment for Rural habitat studio (Regional and Vernacular Built Environments in India) to propose sustainable habitats. The institute</p>

	<p>is also engaged with Dakshinachitra - A cultural center of heritage, art, architecture, crafts and performing arts for learning of cultural values through hands-on workshops and various other activities.</p>
5. Focus on Outcome based education (OBE):	<p>MSAJAA adheres to Outcome-Based Education (OBE), which is reflected in the curriculum, teaching and learning processes, and assessments, following Anna University's guidelines. Each course within the program has specific goals and outcomes, which are regularly evaluated through academic audits. The implementation of lesson plans for every course is ensured through an academic calendar. Student assessments and tests are planned within the framework provided by Bloom's taxonomy. Necessary corrective actions are taken based on feedback received from stakeholders during mentorship sessions, class committee meetings, and following exit surveys. The institute has effectively implemented Outcome-Based Education (OBE) for both undergraduate (UG) and postgraduate (PG) programs. Through the evaluation of attainment and mapping of Course Outcomes (COs) and Program Outcomes (POs), the institute aims to enhance the technical and non-technical skills of students. This evaluation process further ensures that graduates possess the requisite knowledge, skills, and competencies necessary to excel in the field and make substantial contributions to the built environment.</p>
6. Distance education/online education:	<p>The institution encourages faculty and students to attend online courses through platforms like SWAYAM and NPTEL. Additionally, an Online Public Access Catalog (OPAC) provides access to e-resources, including DELNET e-journals, magazines, e-books, images, articles, and membership in the British Council library. Due to the COVID-19 pandemic, the institution has significantly increased its utilization of virtual platforms such as Zoom and Google Classroom. These platforms have been effectively utilized by all students and faculty members for online teaching and conducting lecture series in 2020. Blended learning has proven to be efficient since the onset of the pandemic and Google Classroom remains a commonly used platform for submitting assignments and sharing educational resources.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, awareness to create Electoral Literacy among students is done with the help of a sub-group in the National Service Scheme (NSS) as a national service.
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?	The ELC operates within the NSS unit, with Ar. Janani.S (Assistant Professor) as the Program Officer and two Faculty Coordinators, Ar. Pavithra and Mr. Jagadeesh. The ELC also comprises student coordinators: Mr.Saran Kumar S, Ms.Deivanai, Mr.Nandesh, and Ms.Gowri.
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.	As an initiative of ELC, National observance days are celebrated to commemorate significant events and raise awareness about important issues. Faculty and students have taken a certain number of pledges as an initiative of the ELC through NSS.
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.	Dr.Ranee Vedamuthu has been the presiding officer at the 2021 elections and Ar. Sheeba was the presiding officer during the 2011 Tamil Nadu Legislative Assembly election. It is also noteworthy that our institution served as an electoral booth during the same election.
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.	97% of the students are eligible as voters in the electoral roll. Around 50 % of the students have voter ID. By the next academic session we aim to make the voter electoral registration 100% Efforts taken: a. Survey was taken for the eligibility of voters across all years. b. Awareness for voting and participating in the democratic process. c. Pledge for ethical voting.

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
394	388	426	505	547

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: 71

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
35	46	52	54	52

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
168.90	162.48	94.71	168.19	165.25

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:

MSAJAA affiliated with Anna University (AU) offers academic programmes in Architecture that are multi-disciplinary with a **unique blend of creativity, critical thinking skills for innovation and sustainability** through the design of built environments. The Choice Based Credit System (CBCS) syllabus along with proper refined objectives in R-2013, R-2017 & R-2021 provides all-round multidimensional skills to the students & has enormous diversity in the curricula.

The curricula and syllabi are revised every four years by the university for both the B.Arch and M.Arch (Conservation) Programmes in accordance with Outcome Based Education (OBE), that encompasses institutional goals, **employability enhancement, entrepreneurship, skill and knowledge development**. The curriculum embraces local, regional, national, and global development needs through the introduction of new electives and mandatory courses. **Ref Fig 1.1.1.**

MSAJAA is engaged in the development of effective curriculum planning through the objective of a well-structured pedagogy so that the graduates are equipped with the knowledge, technical skill-set, lifelong learning attitude, passion for professional excellence and willingness to serve society. **Ref Fig 1.1.2**

The course outcomes are carefully implemented to improve **conceptual, theoretical and analytical understanding of fundamentals, emerging concepts & technologies, and scholarly readings** among the students with a special focus on the 3 'C's - **Context, Climate & Culture**.

The academic calendar for the institution is prepared based on the Anna University's - Academic schedule for the execution of syllabus, timetable, curricular, co-curricular and extra-curricular activities, educational tours, and Continuous internal Assessment.

Our faculty members interpret the syllabus using lesson plans and teaching strategies based on the pre-established POs and COs listed therein. **Academic flexibility upto 25%** is achieved in accordance with Council of Architecture (COA), through a vast range of electives offered in the CBCS. **Ref Fig 1.1.3, Fig 1.1.4.**

B.Arch Programme

The curriculum planning of B.Arch Programme at MSAJAA exposes the students to **collaborative work** enabling the creation of a community of sensitive & sensible thinkers. The gap between **academia and practice is bridged** by involving practicing architects, industrial experts and project managers in the

theory, theory cum studio, studio courses and thesis. Apart from conducting assignments and tests, students are exposed to relevant case studies and participate in hands-on workshops for material exploration with the guidance of industrial experts and through guest lectures.

Through **mandatory educational tours**, learning is further enhanced by conducting workshops with collaborating institutions at the places of visit in India and through interactions with local architects working on specific projects.

Practical Training for a period of 90 days ensures knowledge of the nuances of architectural practice, duties and liabilities of an architect and the total process that goes into the making of a project.

The **curriculum delivery** is ensured through a system of five batch coordinators for each year for the undergraduate programme. These batch and class coordinators **work as a team** to ensure the uniform delivery of course content as per schedule which is **monitored by the Head of the department (HOD)**.

M.Arch Programme

MSAJAA sensitizes students to conservation of heritage- both natural and built- **as a tool for sustainable practices**. The outcomes are many like documentation of heritage sites, adaptive reuse, restoration of heritage buildings and the intangible cultural heritage. Site visits/ case studies are conducted for each conservation studio course and evaluation is done through a series of assignments and tests as per university regulation.

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

1.2 Academic Flexibility

1.2.1

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

Response: 0

File Description	Document
Institutional data in the prescribed format	View Document

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses

of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 0

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

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

The list of subjects under Professional Ethics, Gender, Human Values, Environment and Sustainability in the curriculum is appended in the link below.

(i) PROFESSIONAL ETHICS

The courses in B.Arch like Professional Practice of Architecture and Practical Training and in M.Arch like Urban Conservation and Practice, Conservation Practice in India and Abroad & Internship Training gives an awareness of the **scope, needs, challenges, evolution, role and responsibilities of an architect in all realms.**

(ii) GENDER

Architecture carries a high degree of **responsibility in the shaping of the built environment and creation of socially responsive and inclusive architecture.** The rural design studios in the B.Arch Programme studies the socio-cultural context and the relationship between gender and space at the dwelling and community level.

At an urban scale students design public spaces that are to be conducive and inclusive for women, children, physically challenged and elderly to participate. At the thesis level- both UG & PG Programme-students are encouraged to focus on issues such as **barrier free environment and inclusivity** in the design and conservation projects.

Students are made sensitive to gender issues and women empowerment through the events conducted by MSAJAA's women empowerment cell. There is a redressal forum for the women to give their opinions and grievances.

(iii) HUMAN VALUES

Human values are essential for developing a holistic perspective of life. **Universal Human Values** are addressed through various activities conducted under the Mandatory Two week Induction programme for the first year students. Yoga sessions are conducted to inculcate a sense of discipline and fitness.

The awareness of cultural differences and similarities are delivered through specific courses in both B.Arch and M.Arch Programmes as appended in the link given below.

Universal Human Value cell in MSAJAA endeavors to conduct events to inculcate universal human values through lectures by behavioral trainers and counselors. Proficiency modules are conducted on topics specifically to **develop strong values on broadmindedness, wisdom, honesty, responsibility and inner harmony.**

(iv) ENVIRONMENT AND SUSTAINABILITY

Environmental Science for Architecture is a compulsory course offered in the 2nd semester of the B.Arch Programme as per the mandate of the Supreme court (18th December 2003 in Writ Petition No 860 of 1991).

As architecture involves the design of built environment a number of courses both in the B.Arch and M.Arch Programme address the issues of **environmental sustainability**. The list of courses is appended in the list given below. The students are also made familiar with various environmental acts and legislations to protect both natural and built environment.

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: 29.7

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

Response: 117

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

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 65.32

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
88	66	53	78	120

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
130	130	130	90	140

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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: 77.22

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
43	33	30	38	39

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
54	45	45	45	48

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 11.26

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:

TEACHING INNOVATION

The Architectural discourse at the school aims to and plays a key role in **inculcating curiosity, creativity and critical thinking**, besides establishing **architecture as a premise or context for life**. The education at the institution reinforces architecture's connection to life and teaches one to look at it as an envelope or backdrop for life.

Students are trained to interrogate how architecture is practiced and what question it produces. The goal of the institution is to develop a refined thought process of critical and creative thinking with sensitivity, awareness and social empathy.

To foster creative thinking they are exposed to multiple parameters of the built environment in its climatic, cultural, social, contextual and ethical aspects.

The teaching and learning methods aim is to instill spatial literacy. Our students get acquainted with the **tangible and intangible aspects** that will influence their design to benefit the society.

Design studio offers a **holistic environment** that has an **integral approach with technology and humanities** informing the practice of Design. Students are made aware of the relationship between technical knowledge and practical applications through the theory and theory cum studio courses offered in the school which feed into the design studio programmes.

The **non-linear design studio process** allows for co-existence and helps to see the connections **between humaneness and technology** by combining contemporary theories and design principles with the right understanding of climate, context and culture. Hence the design studios provide fertile grounds for architectural explorations through emotions, sensuality and ideation all at the same time. This synthesis allows for students an opportunity to handle open-ended issues and provide solutions both critically and creatively.

In recent times the multidisciplinary and interdisciplinary nature of architecture cannot be less acknowledged. The field entails diverse professionals to come together as solution providers. The institution looks to empower young graduates by providing the know-how about such hybrid fields in the intersection of Architecture and Technology. The institution thus provides **a platform for exchanges and interactions bringing about collaborative learning**.

Modern teaching tools incorporate audio visual techniques that kindle the interest and revitalize the memory of students. A multimedia content gives the student a better understanding and visualization, while enabling them to capture the actual phenomenon. **Visual aids such as models, images and audio aids** such as recorded interviews and projectors help to create a learning environment of interest.

Digital platforms like Google classroom, Google meet and zoom helps improve the accessibility of the teacher to the students. Teachers sharing their course materials and newer pedagogical methods on digital platforms encourages healthy discussions on current architectural discourses, methods of delivery, the nature of the profession and so forth. Through digital platforms students learn to appreciate and understand the quality of work of their peers in class.

Skill sets required are also focused upon through workshop modules. **Workshop modules** are especially effective with building construction as a vital subject that teaches the craft of making architecture. Material-Structure-Technology is the new trinity that dictates the production of sustainable architectural edifices.

Another area that needs intervention is the business of software in the field. The institution has taken special Care to bridge the gaps and to produce professionals who can chart their paths in society.

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: 100

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
35	46	52	54	52

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: 1.26

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
2	1	0	0	0

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:

Mechanisms for conduct of internal assessment examinations are according to the Anna University's academic schedule. MSAJAA's **Exam cell** prepares the examination schedule for every Assessment Test in consultation with the Head of the Department (**HOD**) and the schedule of conduct is displayed in the Notice board and circulated to the staff & students respectively. Patterns of Internal Assessment with the weightage of each assessment for Theory, Theory cum studio and Studio Courses are informed to the students during the Class Committee Meeting (CCM) conducted during the start of every semester.

The internal assessment is based on Attendance and the marks obtained through the Assessment test, Model Exams, Assignments, Seminars, Construction Plates, Study/Documentation Reports, Field Visits, Internships, etc at the end of each assessment. Internal marks and attendance are periodically communicated to the parents through student reports and during Parent Teacher Meetings.

The respective subject faculty set the question paper to measure the CO's through the quality of questions and pattern of paper setting by following Bloom's Taxonomy to achieve the qualitative outcome parameters as per Outcome Based Education (**OBE**). (The evaluation reforms for the above are appended in the link below) .

During the examination, attendance is recorded. If any student is found to be absent or he/she failed in the examination, a student report is sent to the parent by the concerned Batch/Section Coordinator.

Bloom's Taxonomy as a tool to assess the student's learning:

Using the Bloom's Taxonomy framework, planning and designing the assessment of student learning is evaluated. All the six learning levels are widely used in Theory and Theory cum studio courses. Level Descriptor for attainment and samples of assignment/assessment paper setting is appended in the link below.

Studio courses are assessed through Continuous Internal Evaluation (CIE) and End Semester Examinations (ESE) conducted through viva-voce.

Grievance Redressal System:

Grievances handling mechanism is completely transparent in the Institution. Grievances in Teaching Learning Evaluation are overviewed by the statutory committee of the Institute under the Director. Grievances are recorded through CCM's, Student feedback surveys, Mentorship programmes, Parent Teachers meeting, Students Counsellor Sessions and Complaints/Suggestion box. Appropriate actions pertaining to the issues are resolved and implementation of the same is handled by the IQAC. Samples for Grievances recorded and Action Taken Report (ATR) are appended in the link below.

Internal examination grievances are cleared by showing the corrected answer sheet to students. If he/she has grievances due to errors in evaluation and/or after comparison with a fellow student's answer sheet, it is addressed by the respective course faculty on a one to one basis. In case of disagreement it is referred to HOD.

Final assessment marks and daily attendance are uploaded in the university portal by concerned course faculty. In the case of shortage of attendance, students are prevented from appearing for the University examination. The University declares the final results after central evaluation. The University permits results to be challenged by scrutiny/re-evaluation after a week of the result declaration.

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:**Publicizing the Learning Outcomes**

Mohammed Sathak A J Academy of Architecture (MSAJAA) is affiliated to the Anna University (AU) and follows the syllabus/curriculum prescribed by the university. AU curriculum contains the

Professional core courses, Professional elective courses, Building science and applied engineering courses, Professional ability enhancement compulsory courses, Skill enhancement courses and Mandatory courses. The Outcome Based Education (OBE) curriculum and syllabi that AU developed and implemented in R 2017 and R 2021 incorporate OBE into all facets of teaching, learning, and evaluation.

With additional Programme Educational Objectives (PEOs), the curriculum is formulated and reviewed by the Board of Studies (BOS) of the University. Each course in the curricula is organized with distinct Course Outcomes (COs), and as part of a course articulation matrix, the COs are mapped with POs and PEOs.

Programme Education Objectives (PEOs) are broad statements that describe the career and professional accomplishments that the programme is preparing graduates to achieve.

Course Outcomes (COs) of a course are the statements indicating what a student can do after the successful completion of a course.

Programme Outcomes (POs) are statements that describe what students are expected to know and able to do after graduating from the respective programme. These relate to the skills, knowledge, analytical ability, attitude, and behavior that students acquire throughout the programme.

Programme Specific Outcomes (PSOs) are a statement that describes what students are expected to know and be able to do in a specialized area of architecture after graduation from a programme. Each student's cognitive, emotional, factual, concepts and metaphor learning levels are confirmed throughout the entire class by the course articulation matrices, which all meet the graduate qualities requirements for each programme. The teaching of this awareness and the related effort is known as outcome-based education (OBE).

Mechanism of communication of all Learning outcomes (COs, POs, PSOs, PEOs) among faculty, staff and students:

The following tables indicate how the COs, POs, PSOs and PEOs are published and disseminated to both educators and students.

How Published	Where Published	How Disseminated
Digital Media	Institute website https://www.msjaarch-edu.in/admission.php Anna University website https://cac.annauniv.edu/	Available for self reading in the public domain.

Display of Information	<ul style="list-style-type: none"> • Classrooms • HOD's room 	Posters - Self reading by all
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	<ul style="list-style-type: none"> • Computer Labs • Staff rooms • Entrance lobby 	stakeholders.
Course Files	<ul style="list-style-type: none"> • Course Files 	<p>At the start of each semester, students are acquainted with the outcomes of each course before the commencement of the subject. POs, PEOs, PSOs and COs must be included in the course file that is created by the instructors.</p> <p>Students are made aware of the COs of each course by mentioning COs in the Internal assessment question papers.</p>
Incorporating in Induction programme	<ul style="list-style-type: none"> • Orientation Programme 	Explanation to the newly admitted first-year students along with their parents, outlining the programme's vision, mission, and objectives on the orientation Day.
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:

The Anna University develops curricula and syllabi in accordance with the **Outcome Based Education (OBE) framework, which also includes Programme Outcomes (POs), Programme Educational Objectives (PEOs), Course Outcomes (COs)**, and Course Articulation Matrix. The same is taken into account when reviewing class attainment levels and assessing the performances of individual students. The university has a well-defined assessment pattern that includes internal assessment and end examination as subsets of evaluation criteria. One of the primary ways in which the results are assessed is by means of various internal assessment tests, assignments, seminars, quizzes, presentations, technical details, practical knowledge, field visits, hands-on activities, case studies, dissertation portfolios and thesis viva-voce and semester-end examinations.

Evaluation and Attainment of COs, POs:

The assessment methods and processes used for the attainment measure of each of the Programme Outcomes and Course Outcomes are as follows:

List of Tools for evaluating Course Outcomes (COs)

1. Continuous Internal Assessment - Assignments/Tests/Model exam
2. Design & Internship Portfolios.
3. End semester theory & Practical Examination.
4. End Semester Design, Dissertation & Thesis Viva voce

List of Tools for evaluating Programme Outcomes (POs) and Programme Specific Outcomes (PSOs)

1. Student's exit feedback at the end of the programme
2. Employer feedback.
3. Guest lecture / Seminar feedback
4. Alumni feedback
5. Parents feedback

Attainment of Course Outcomes:

The total course attainment is determined by adding the CO attainment levels from the **End Semester Examination (ESE)** and **Continuous Internal Assessments (CIA)**. For each course offered, the percentage of students who meet the goals stated by the instructors on each COs is computed and divided into low, medium, and high categories. As per the university norms internal assessment tests, seminars, assignments, model exams are conducted for each course in a semester. In each assessment, the percentage of students who achieve a set target for the COs is computed to decide the attainment level from the academic session 2022-2023.

The achievement gaps are examined further, **the contributing factors are addressed in the action-taken reports, and recommendations are made for improvement.**

Attainment of Programme Outcomes:

The individual course contribution to the direct attainment of POs and PSOs is calculated by multiplying the attainment percentage obtained for each course CO by the course articulation matrix. Every course's POs and PSOs are calculated, averaged, and given at least 80% of the weight under direct attainment.

Data on POs and PSOs for indirect attainment are gathered based on student exit survey. Indirect assessments are given 20% weightage. The total values of the direct and indirect attainment of POs and PSOs are compared with the target value for the batch. The teaching - learning Process is improved by taking into account the gap in the POs/COs attainment.

Feedback from all stakeholders is gathered in a variety of ways and examined for potential improvements. Class Committees are established at various levels and phases in order to evaluate and track advancement and development. The institution's Internal Quality Assurance Cell is a dedicated division that continuously reviews the OBE operations, offers recommendations, and organizes OBE awareness workshops for the entire faculty.

Every semester, course feedback from students is gathered and shared with the relevant course instructors for potential improvement. The CO, PO, and PSO attainments for every programme are calculated and examined.

File Description	Document
Upload Additional information	View Document

2.6.3

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

Response: 88.39

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
118	88	99	96	94

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
120	91	99	130	120

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.02

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: 4.04

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
3.04	0	1.00	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:

MSAJAA has created a robust ecosystem for creation, exchange and dissemination of knowledge and technology. A three pronged approach is adopted with focus on innovation, incubation and collaborations.

There are several initiatives towards this end including the constitution of numerous cells with internal experts as well as external advisors.

i. **The Research and Publication cell** aims at quality research and publication. Research grants have been received from national and international institutions. (Ar. Aathirai was given a grant of **One Lakh from INTACH Heritage Academy, New Delhi** ; Dr. Ranees Vedamuthu has been awarded a grant of **3.04 Lakhs by Maison Des Scein`ces De L' Homue, France**). Emphasis is laid on creating a repository of Indian Knowledge systems (eg:A dossier on Intangible heritage of Bhavani-Jamakkalam Weaving is

being prepared for INTACH).

ii. **The Innovation cell** encourages students to develop unique, contextual, out of the box ideas. Collaborative workshops have been conducted viz. Innovative use Bamboo (Ar. M.Gangothri), Brick (Ar. Ramkumar R), sustainable use of new age materials (eg. workshop on sustainable use of Glass in collaboration with Glass Academy). Upscaling waste material is a theme currently being explored. (Student competitions).

iii. **The Incubation cell** facilitates nurturing of ideas generated by faculty as well as students into viable successful business models.

iv. **The Entrepreneurship development cell** works with interested students and enables them to become self-starting skilled entrepreneurs. Our faculty Prof. Sheeba John received a Design patent in October 2023.

v. **The Consultancy cell:** In the past, several projects have been undertaken for Mohamed Sathak Trust. Consultancy services in R&D as well as Project consultancy are undertaken.

vi. **The Intellectual Property Rights Cell** aims to create awareness and educate on Intellectual property rights among faculty and students.

vii. **The Technology transfer cell** enables tapping of design inventions, advancement in materials, software and technical knowledge from field experts as well as relevant organizations, as appended below

viii. **Teaching beyond classrooms- Collaborative studios** with institutions of eminence such as **SPA, New Delhi** (Urban Design studio) and **Hunnarshala, Bhuj, Gujarat** (rural studio) have been undertaken. **Educational tours, site visits and interaction with field experts** (Architects, Engineers and building industry experts) are dovetailed into the execution of the curriculum. **Heritage walks and exhibitions** are organized periodically as appended below.

ix. **Students' participation in competitions** floated by building Industry, Government bodies, knowledge partners etc. This also enables mentoring by in-house as well as external experts in various platforms such as **ACEDGE, NASA, NIASA, INSDAG, Ethos, Transparence**, etc. (Students won second place in competitions by Hunnarshala, ACEDGE, Runnersup in NIASA etc.)

x. **Signing of MoUs** with institutions, both national (**IIA, INTACH, Ethos**), international (**Taylor's University, Malaysia**) for creation and transfer of Knowledge.

xi. **Signing of MoUs with industry partners** as well as practicing professionals in architecture and allied fields.

xii. Obtaining **Membership** in relevant international, national and regional institutions such as the **British Council Library, DELNET, NASA**, etc.

xiii. Community outreach programs are undertaken to sensitize students to the needs of people through **NSS camps and Medical camps**.

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: 45

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
17	13	9	4	2

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: 0.17

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
5	3	1	1	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:** 0.17**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
2	1	1	7	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:

MSAJAA organizes several extension activities in the institution, neighborhood and community through **National Service Scheme (NSS Unit)**, **Social Outreach cell** and **IRIS-Social Media Club** to sensitize students towards societal issues.

Extension activities through NSS Unit:

The MSAJAA NSS Unit has conducted a seven day **NSS CAMP (26.07.2023-02.08.2023)** in Vembedu village in Thiruporur Union, Chengalpet district. Several events were organized involving 62 volunteers and 3 staff.

i. **Mass cleaning drive** (aligning with Swachh Bharat Abhyan) by 40 volunteers, in the Union Middle School and Temple premises and sensitizing the stakeholders about the same.

ii. **'AIDS and other Transmitted diseases'-a talk** by Dr.S.Kalpana from Dr.MGR University was attended by around 100 Villagers.

iii. **General Health and Dental check up** for 60 villagers was conducted in collaboration with Chettinad Medical University.

iv. **'Mental health and wellbeing'- a talk** by clinical psychologists Ms. Tejasvi and Ms. Praise Daise was conducted in the village.

v. **'Gender equality and rural families'- a talk** by Ms Tejasvi was attended by 32 women in the village

vi. **'Eradication of Plastic' and 'Human Rights awareness' -Rallies** by students and faculty in Thiruporur Union.

vii. **Book Donation drive** to inculcate reading habits in children in rural areas.

viii **Tree Plantation Drive** (Aligning with Green Tamil Nadu mission) - 100 saplings were planted in Vembedu Union primary school.

ix. **Painting art forms** in the **Union Primary and Middle School classrooms** by student volunteers and villagers.

x. **'Janjatiya Gaurav Divas'-A talk** by NSS coordinator to foster leadership among villagers and NSS volunteers.

NSS Activities on Campus:

i. **Tree plantation drive-** Aligning with the Tree Plantation and Biodiversity Promotion intent of Azadika ka Amrit Mahotsav. Several Tree plantation drives were initiated in and around the college campus.

ii. **Environmental awareness initiatives** such as screening of Documentary movie ‘ Our Planet’ by environmentalist David Attenborough and Poster making competitions for students

iii. **Blood donation drives** were organized in 2022 and 2023 in collaboration with the Tamil Nadu DR.M.G.R Medical University (94 student and staff donors)

Extension Activities through Social Outreach Cell:

i. Donation of three computers to the primary section of the Uthandi Government School to **encourage and enable digital literacy.**

ii. In employing ‘**Art as a learning tool**’, our students have painted art forms in the classrooms of the school in Avanam, Paruthiyur.

Extension Activities through Social Media Club:

The social media outreach programme aims at **preservation of traditional art and craft forms of Tamil Nadu** through awareness drives. Focus is on revival of traditional skills including silk weaving, Mayan handicrafts at Mahabalipuram, traditional instruments making (mridangams), lime mortar for heritage buildings etc.

Impact of Community Extension Activities

(i) **Promoting awareness of the National Missions** such as Swachh Bharat Abhyan and the importance of a clean environment for human health.

(ii) Participation in outreach and extension initiatives **raises awareness of social concerns and potential solutions.**

(iii) Engaging in public art initiatives enables **educating students about social issues** and the impact they can make to the betterment of the built environment.

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:

Our college students have received several accolades and recognition for their outstanding

performance in extension activities.

1. MSAJAA has been awarded '**THE BEST NSS CAMP 2023**' by Village Panchayat Council for the camp conducted in Vembedu Village.
2. "The Vembedu Panchayat Council honored "**Best Volunteers of NSS Special Camp**" (4 in numbers). Awardees received a monetary reward of Rs. 3,000 each.
3. NSS -UNIT 1 has been awarded **Special mention for conducting Arts & Craft-** Hands-on activity for the students of Panchayat Union Middle school Vembedu.
4. "**Certificate of Appreciation**" was given to 94 donors for their active participation in the Blood donation camp conducted by MGR University.
5. Assistant Professor, Ar.S.K.Aathirai was awarded **INTACH Grant of Rs 1 lakh** for research on "Climate change impact on historic structures of Coromandel Coast - in case of Masilamani Dhar Temple, Tranquebar."
6. Prof. Dr.Ranee Vedamuthu , Director MSAJAA was awarded a **research grant of 3.4lakhs by Foundation , Maison Des Sciences De L' Homue, France.**
7. Prof. Dr.Mohammed Haris , Dean MSAJAA was awarded **Honorary Doctorate (D.Litt.) Award-2019**, A special Programme for Dedicated Indian Teachers by Dr.S.Radhakrishnan Teacher's Welfare Association, Bangalore.

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: 22

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
14	4	1	2	1

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: 07

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:

Mohamed Sathak A J Academy of Architecture (MSAJAA) is situated in a prime location along Rajiv Gandhi Salai (OMR) at Siruseri, Chennai with a site area of 2.99 acres and has adequate infrastructure facilities as per Council of Architecture (COA) norms. The institution started in a wing at Mohamed Sathak A J College of Engineering (MSAJCE) and moved to its own campus in the year 2014 with state-of-the-art infrastructure. The institution has well-equipped teaching-learning spaces such as design studios, labs, library and other facilities for UG and PG programmes. **Ref Fig 4.1.1.1 and table 4.1.1.1 to indicate teaching-learning facilities.**

Table 4.1.1.1 – Teaching learning facilities

S.No	Teaching-learning facility	Quantity/Volume	Area (in sq.m)
i.	Studios	10	1214
ii.	Studio cum Lecture Hall	6	943
iii.	Smart classroom	3	212
iv.	Laboratories Workshops	&6	252
v.	Computer lab (UG)	3 (40 capacity each)	318
vi.	Computer lab (PG)	1 (10 capacity)	36
vii.	Library	1	247
viii.	Conference hall	1	106
ix.	Multipurpose hall	1	375

Classrooms and Laboratories:

The institution has **19 classrooms (design studios, studio cum lecture halls and smart classrooms)**, 6 laboratories for model-making, photography, material museum, climatology, surveying and carpentry.

Central Computing Facilities:

The computer lab is the central computing facility at MSJAA. There are 4 computer labs with **90 computers for a student computer ratio of 1:4** and are equipped with relevant software (open source) to conduct classes. **Ref table 4.1.1.2 to indicate list of software.** The students are provided with server

connectivity for network access.

Table 4.1.1.2 – List of Software

S.No	Name of software	Brand
i.	Microsoft Windows 10Pros (OS)	Microsoft
ii.	Open office 4.1.15	
iii.	AutoCAD Arch. 2024	Autodesk institutional version
iv.	Revit 2024	
v.	Adobe reader 22.0	Adobe
vi.	Gimp 2.10.36	Image Manipulation Program
vii.	Google SketchUp 2020	Google
viii.	Google – Earth 7.3	
ix.	Google – chrome 121.0	
x.	V Ray 4.2	Chaos group
xi.	Firefox 90.0	Mozilla
xii.	WinRAR 6.0	Rarlab
xiii.	VLC media player 3.0	Windows
xiv.	ARCGIS 10.8	GIS

The institution promotes collaborative learning with ICT-enabled facility such as smart classrooms and provided with a **bandwidth of 50Mbps**. The institution facilitates extra-curricular and co-curricular activities including cultural, sports, yoga and games (indoor and outdoor) with supporting spaces like gymnasium, auditorium, sports room & lounge. **Ref fig 4.1.1.2 to indicate facilities for co-curricular and extra-curricular activities**

Facilities for yoga & cultural activities

- Auditorium (240 capacity, 310sq.m)
- Multipurpose hall (375sq.m)
- Spacious lobby areas.
- Open air theatre.

Facilities for indoor/outdoor activities

The institution has indoor and outdoor areas for facilitating sports. **Ref table 4.1.1.3 to indicate the list of indoor and outdoor sports at MSAJAA.**

Table 4.1.1.3 – List of indoor and outdoor sports at MSAJAA

S.No	Indoor	Outdoor
1	Table tennis	Basket-ball, Volley ball
2	Carom	Foot-ball, Cricket
3	Chess	Kho-Kho, Rugby
4	Badminton (on rental)	Throw ball, Kabaddi

Facilities for student activities – technical

- Construction yard (252sq.m)
- Multipurpose hall (375sq.m)

- Auditorium (310sq.m)
- Audio-visual facility in the library

Other facilities inside the campus

- Dining facilities (canteen, hostel mess and staff dining).
- Sports rooms & lounge and common rooms.
- Fire fighting installation at relevant location.
- Health care centre is equipped to handle routine medical needs.
- Indian bank ATM.
- RO plants and Vehicle parking facilities.
- Diesel pumping station.

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: 7.54

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
3.41	3.71	3.13	25.81	21.23

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 institution has a library with **3558 volumes for UG and 271 volumes for PG**, 1 number of periodicals, e-journals from DelNET, e-shodhsindhu& British council library and 400 e-books including 20 numbers from Rare Book Society of India (RBSI). Library is **automated using Integrated Library Management System (ILMS)**. Ref fig 4.2.1.1 & fig 4.2.1.2 to indicate library management system and automation process of Library Management System. The details of procurement of ILMS over the last five years is shown in table 4.2.1.1

Table 4.2.1.1 - Details of ILMS software for the last 5 years

Academic year	ILMS Software	Nature of Automation	Version
2023-2022	E-Grantalaya	partially automated	Ver3.0 LAN Based
2022-2021			databased connectivity
2021-2020			
2020-2019			
2019-2018			

Name of ILMS software: KOHA software.

Nature of automation: Fully automated.

Version: 20.05

Year of automation: 2023

Ref fig 4.2.1.3 to indicate the management modules of KOHA.

Modules of Koha are as follows:

1. Master Setup : Defining new materials, publisher and vendors.
2. Members : Editing data
3. Acquisition : Process of acquisition of books.
4. Cataloguing : Generation of catalogues.
5. Circulation : Issue/return of books with barcode facility.
6. Serial control : Module for record of printed journals.
7. OPAC (Online public access catalogue): Search facility
8. Reports : Generating reports such as accession register, issue/return of books and student data

9.Import/Export : Data from AutoLib database.

The user management of the library such as the issue/return of books is carried out with ILMS. **Ref fig 4.2.1.4 to indicate user management with ILMS for issue/return.**

The consolidated list of library resources is as follows

Table 4.2.1.2 – Library resources (books, journals and e-resources)

S.No	Resource	Numbers
1	Text books and references (B.Arch+M.Arch)	3558+271
2	E-Books (pdf)	400
3	Journals and magazines	
	National	11
	International	7
4	E-Resources	
	DelNET	E-resources/ LMS
	e-shodhsindhu	
	British council membership	
5	Periodicals	
	Hindu (English) – newspaper	1
6	Student – Theses (B.Arch+M.Arch)	463+12 = 475
7	Student – Dissertation (B.Arch+M.Arch)	43+6 = 49
8	Student – Internship portfolio (M.Arch)	18
9	CD's	300
10	Library software	
	E-Grantalaya	1
	Koha software	1
	OPAC	1
11	Barcoding scanner with printer	1
12	Photocopier	1
13	Computer (OPAC)	3

Digital Library

- 1.DELNET offers catalogue and database such as theses and dissertation, list of journals, articles, CD-ROMS, e-journals, audio&video recordings, cambridge dictionary & MEDLINE and other databases of NLM. It also provides document delivery services, open-source software KOHA(LMS), training programmes, interlibrary loans, library software support.
- 2.Membership in e-shodhsindhu and British council library, Chennai.
- 3.Use of OPAC to access e-resources and for SWAYAM and NPTEL courses.
- 4.Entry/exit – Koha software & E-Grantalaya – Book transactions.

Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

The institution has e-books from Internet archive and RBSI. Library has 11 National, 7 International, 100 e-journal subscriptions and 500 student theses, dissertation and internship portfolio.

Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-2019
7.66636	2.49185	3.50118	0.31860	15.96634

Percentage per day usage of library by teachers and students

1. Average number of teachers and students using library per day = $2352/12 = 196$ students/month
2. Average number of users per day = $196/31 = 6.322/401 = 1.6\%$

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:

The institution has 4 number of computer labs including one for PG Course. The institution has adequate number of facilities such as computer hardware, software, printers, scanners and wi-fi which as per the norms of Council of Architecture (COA). The institution is facilitated with 2 wi-fi hotspots and extenders to cover the wireless range desired for the operation of network. All the computers in labs and other supporting areas are connected to internet as it is essential for student and staff to work through/with network.

The institution also has surplus ethernet ports for laptop internet connectivity. An IT infrastructure management committee is framed for the upgradation such as hardware & networking, website designing & hosting, Email solutions, SMS solutions and maintenance of labs based on an IT policy. The entire campus including hostel has Wi-Fi connectivity and 50 Mbps bandwidth internet.

All the computer hardware and software are upgraded periodically as per the COA norms.

1. The campus is 50 Mbps bandwidth enabled to facilitate the network connectivity at labs, library and administrative areas, including Ethernet ports at cardinal points and the service is provided by ONE PIPE SOLUTIONS.
2. The computer lab has 50 and 40 number of computers with i5 and i7 configuration respectively with a total of 90 computers.
3. Application software: Autocad 2024, Revit Architecture 2024 and ArchGis 10.8
4. Other software: OpenOffice 4.1, Gimp 2.10 and VRay 4.2

E-Governance is managed by using Master cloud ERP system.

The ERP software has 20+ modules like, Admissions & Fees, Students Administration, Examination (Internal), Finance & Accounts, Payroll, Purchase & Stores, Hostels, Library, Web Portal & Alumni, Mobile Apps, Students feedback, Learning Management System and it facilitates computerized process for student admission, transfer of educational certificates on completion of studies, teachers-parents communication, examinations, financial and administrative operations, attendance and academic monitoring.

All faculty members and non-teaching office staff are provided with individual computers with Ethernet ports and internet facility, printers and scanners for effective teaching-learning. Each design studio is provided with adequate electrical connections and points to make use of their personal laptops in the college premises. The campus is secured with CCTV facility for the safety and security of students, staff and visitors, the number of CCTV accounts to a total of 80. Smart classroom, multipurpose hall and conference room are equipped with ethernet ports to conduct e-classes and collaborative studio for architectural design.

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: 4.38

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

Response: 90

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 38.31

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
75.42	41.72	35.73	79.31	58.77

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: 20.62

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
142	100	66	60	98

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 79.56

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
407	231	379	323	458

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 40.43

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
28	52	38	63	43

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
121	84	101	130	118

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

5.2.2

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

Response: 11.52

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
8	12	13	4	1

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	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: 20

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
18	1	0	0	1

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](#)

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

[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: 11.6

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
18	11	04	12	13

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

5.4 Alumni Engagement

5.4.1

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

Response:

The MSAJAA Alumni Association has emerged as a pivotal force in advancing the institution's growth and development through a variety of supportive initiatives. Since its inception in February 2022 with a modest committee of 13 members, the association has witnessed remarkable expansion, now boasting a formidable membership of 405 individuals by August 2023.

The first Annual General Meeting (AGM) took place in September 2022, followed by elections in February 2023 to appoint various positions within the association. Aligned with its core objectives, the association has actively fostered a vibrant platform for alumni engagement, facilitating dynamic discussions and providing invaluable support to both current students and fellow alumni. Through strategic events like the Alumni Talk Series sessions, distinguished alumni have generously shared their experiences and insights, enriching the educational journey of students and enhancing professional development opportunities.

Furthermore, the association has demonstrated a commitment to holistic support by engaging in activities beyond academia. Notably, their enthusiastic participation in the annual sports event, ARENA-23, has garnered positive acclaim, fostering a sense of community and camaraderie among members.

Individually, alumni such as Ar. Pavithra (2015-2020) and Ar. Akshaya (2018-2020) have made significant contributions to the association's mission. Ar. Pavithra's specialized training offered to B.Arch students preparing for the GATE examination exemplifies the spirit of giving back, indirectly providing financial assistance of Rs. 30,000, while Ar. Akshaya's insightful guidance on thesis and conservation studio work has provided invaluable mentorship to current M.Arch students.

In summary, the MSAJAA Alumni Association stands as a beacon of support and empowerment within the institution, embodying the ethos of alumni giving and engagement. Through its rapid growth, strategic initiatives, and dedicated alumni involvement, the association continues to play a vital role in nurturing the academic, professional, and personal growth of its members, thereby contributing significantly to the institution's overall development.

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:

All the governance and leadership policies and practices of the institute are directed towards achieving the **Vision and Mission**. MSAJAA strives to achieve the vision by facilitating learning to global standards, societal and market needs. Comprehensive teaching-learning systems with a well-planned pedagogy and student centric methodology thereby enabling students to realize their potential. Adequate use of ICT where necessary has enhanced the teaching learning process. LMS supports a transparent evaluation system.

Institutional Preparedness for NEP:

The curriculum structure and syllabus prescribed by Anna University incorporates features of NEP and MSAJAA ensures implementation of these to provide holistic education through the following approaches:

(i) Multidisciplinary/ interdisciplinary approach:

The entire curriculum is divided into four components as shown in Fig.6.1.1

The broad bifurcation of courses are categorized as in Fig.6.1.2.

(ii) Academic bank of credits (ABC):

The University offers Choice based Credit System(CBCS) along with flexible curriculum and syllabi, where students are given the flexibility to opt for Open Elective Courses(OEC)/ Professional Elective Course(PEC). Additionally, Online and Value Added Courses(VAC) are offered.

(iii) Skill development:

Students benefit from a plethora of skill enhancement opportunities in the form of hands-on-workshops, field visits and case studies, internship opportunities, collaborative design studios with institutions across the country, competitions, student clubs, public exhibitions, expert lectures, panel discussions with industry experts, virtual interaction with architects across the world, building construction workshops and skill building activities, exploration of technology and innovation, architectural photography and graphic production, etc.

(iv) Appropriate integration of Indian Knowledge System (IKS)

Indian Knowledge System (IKS) is intertwined with MSAJAA's architecture curriculum. The syllabus offers subjects on Fine Arts, Vernacular Studies, Humanities and Sciences, Human settlements and planning, Well Being with Traditional Practices - Yoga, Ayurveda Siddha, History of Science and Technology in India, Political and Economic Thought for a Humane Society, State, Nation Building and Politics in India, Elements of Literature, Film Appreciation etc.

(v) Focus on Outcome Based Education (OBE):

Each programme has Graduate Attributes(GA) as listed in Fig.6.1.3

Each course in the programme has specific Course Objectives and Course Outcomes, the attainment of which is assessed through periodic academic audits. Lesson plan for each course is effectively adopted. Bloom's taxonomy is used as the framework for planning student assessment. Feedback collected from stakeholders through class committee meetings, exit surveys and mentorship meetings is addressed through a corrective action plan.

For sustained Institutional growth, the institution has consistently focussed on academic excellence and in this regard, Research cell was instituted in 2022(reconstituted as Research and Publication cell in 2023)to inculcate and nurture research skills amongst the students and faculty. The institute has signed MoU's for Institutional and Industrial collaborations at regional, national as well as international levels. As an initiative to document, protect, spread knowledge, awareness and to understand the importance of heritage, the Heritage cell was established in April 2022. Institutional policies and procedures are instituted as a roadmap for day-to-day operations in Fig.6.1.4

Decentralization and Participation in Institutional Governance:

A collaborative and inclusive environment in MSAJAA is fostered and achieved as shown in Fig.6.1.5

To distribute the administrative powers for effective governance, different institutional and statutory committees are formed at the institute level. The Director and Principal of the institute assign responsibilities to the faculty and oversee the functioning of the same.

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:

Mohamed Sathak A.J. Academy of Architecture is one of the 18 institutions under the Mohamed Sathak Trust and was established in the year 2010. The following organogram presents the workflow structure and hierarchy of the institution.

The Institutional perspective plan is set effectively to impart quality education and achieve its vision, mission, goals and objectives. From the inception of Internal Quality Assurance Cell(IQAC), the institute prepared a strategic plan focussing on overall development. This plan is student centric and includes measurable goals for students, teachers and other stakeholders. Specific internal committees have been involved in the preparation of the perspective plan as follows:

The institute has well articulated policies that help the systematic operation of the institution viz. administrative setup, appointment and service rules, discipline procedure, leave rules, promotion policy, termination of employment policy, employee exit policy and retirement and transfer policy. In the direction of sustainable growth, the institution has developed procedures and strategies for energy and water conservation, environmental/green campus initiatives, disabled-friendly and barrier free environment.

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Performance Appraisal System

API score form is collected for each academic year from all teaching faculty. This feedback is used to evaluate the performance during the year. It offers to review their own accomplishments and to actively participate in the institute's goal-setting process.

Welfare measures for Teaching and Non-Teaching staff

- 1. Employees Provident Fund (EPF):** EPF is provided for the non-teaching staff of MSAJAA as a means of providing financial security and stability to employees during their retirement.
- 2. Group Insurance:** Group insurance policy is available for the non-teaching staff of MSAJAA under Employees' State Insurance Policy. This is a significant benefit offered by the organization to provide financial protection and security for the employees. Apollo Shine Foundation has issued health cards for faculty and students of the institution.
- 3. On Duty(OD)** for attending Ph.D coursework, FDP, workshops, seminar, and conferences– Faculty attending workshops, conferences and seminars on working days with prior intimation and approval by the Director are given OD. Staff are encouraged to pursue Ph.D, attend FDP, workshops and lectures regularly for professional development.

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: 14.64

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
08	10	0	17	0

File Description	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: 52.22

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
39	23	24	41	26

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
11	10	11	11	11

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:

Avenues for mobilizing resources and funds from governmental and non-governmental organizations are being explored.

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:

MSAJAA's Internal Quality Assurance Cell (IQAC) was established in 2021 to initiate, monitor, evaluate and report on relevant measures to upgrade the quality of teaching, learning and evaluation, research initiatives in the campus and for student support.

Quality planning measures by IQAC

1. Achievement of Benchmarks for various academic and administrative activities of the institution.

To achieve Quality Benchmarks,

- (i) Functionary Committees and cells for academic & administrative purposes have been formed.
- (ii) The organogram-based duties and responsibilities contribute to improved operational efficiency in the institution.
- (iii) Career development programs, mentoring programs, and feedback mechanisms have been effective ways to guarantee the quality of student development.
- (iv) Regular conduct of self-assessment audits and reviews, have contributed to quality improvement within the institution and the valuation of the evaluation processes is guaranteed.

2. Roadmaps and plan of action proposals for every academic year.

Roadmaps for Quality improvement:

- a. To provide exposure for students by involving experts from industry.
- b. To incorporate the recent technological advancements to bridge the gap between theory based education and hands-on experience.
- c. To prioritize quality in design and compare with industry standards to achieve employability.
- d. To participate in HEI ranking and accreditation.

Action Plan:

- a. Collaborations planned with Industries (Saint Gobain, Earth_weal, L&T) and professional bodies (INTACH, IIA) for exposure and to gain hand-on experience.
- b. Initiatives to educate students about architecture-related niche fields, such as project management, Journalism, product design and real estate will be focused.

- c. Innovation and Incubation cell to setup an ecosystem for design thinking and experimentation.
- d. Technology upgradation for staff and students.(BIM)
- e. Participation in NIRF Ranking 2024 and NAAC accreditation.

3. Feedbacks from all the stakeholders are collected and analyzed as a quality-related institutional process

(i) Feedback is collected from stakeholders i.e., students, faculty, employers and parents regularly(every semester). The feedback is analyzed and action/suggestions to improve the same are proposed and adopted.

(ii) Personal counseling for students is provided through a mentor-mentee system and individual counseling sessions by counselors.

(iii) Feedbacks obtained through CCM (class committee meetings) are analyzed and the action taken is monitored by IQAC.

4. Organization of intra and inter-institutional workshops and seminars on quality - related themes and promotion of quality circles.

(i) To orient and train faculty and mentors for incorporating UHV in education and for the conduct of a quality student induction programme, 90% of the faculty have attended the AICTE FDP on Incorporating Universal Human Values in Education.

(ii) To strengthen the quality of the HEI, the IQAC team attended training on Quality Assurance and workshops on NAAC and NBA accreditation. Recently the team has attended the NAAC sponsored two-day National level seminar on “IQAC & its role in Quality Assurance in Higher Education: Challenges and Opportunities” by Mount Zion College of Engineering and Technology. The IQAC has internally conducted training programmes and workshops for NAAC, Outcome Based Learning(OBE), NEP 2020, Design Thinking and Teaching Learning processes, structures & methodologies of operations and learning outcomes.

5. Periodical conduct of Academic and Administrative Audits along with their follow-up activities.

Academic audit was conducted for the Year 2021-22 and 2022-23 in May 2023 and December 2023 respectively. Internal and External Audits for the Library are done periodically. Administrative and Finance audit conducted by the management for every financial year.

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

6.5.2**Quality assurance initiatives of the institution include:**

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The notion of **gender equity** entails the equal and unbiased allocation of advantages and obligations among all genders, encompassing both women and men. This principle has proven instrumental in reshaping and transforming societal norms and functions in diverse domains, such as the workplace and domestic life. In India, gender parity has long been a coveted objective for the nation, as it represents not only a moral or social concern but also an economic hurdle. The nation's holistic progress and human development are inextricably linked to gender equality. Despite India's many accomplishments, there remain certain domains where gender equality has yet to be fully achieved.

Architecture plays a pivotal role in cultural progress, profoundly influencing our lifestyles, professional endeavors, and social interactions. At our institution, we prioritize the integration of these principles into our curriculum. Through our design studios at MSAJAA, students gain insight into how space and architecture are perceived in relation to gender. This understanding helps students analyze and consider gender-related needs within built environments. By incorporating universal design principles, we ensure that our students develop projects that are inclusive and accommodating to all individuals, regardless of gender.

As a part of the **Rural Design Studio** in the second year, students are taught to meticulously examine the socio-cultural fabric of the region through comprehensive documentation and rigorous field research. Subsequently, they are tasked with analyzing this context, employing a multifaceted approach that includes consideration of gender-specific requirements. In their fourth year at an **urban scale**, students are tasked with designing public spaces that foster inclusivity, catering to the needs of women, children, individuals with physical challenges, and the elderly. Within the M.Arch course, students delve into the impact of society and culture on built heritage and conservation through diverse studio experiences. Here, they meticulously document demographic data, cultural nuances, and communal similarities, all while crafting solutions that prioritize inclusivity and accessibility for all.

Students are also sensitized to gender issues and women's empowerment through events organized by MSAJAA's **Women's Empowerment Cell**. Moreover, a redressal forum provides a platform for women to express their opinions and address grievances.

True empowerment is rooted in awareness, and to foster this, MSAJAA hosted an enlightening lecture by Adv. Adhilakshmi Logamurthy, a senior advocate and social activist, on "Legal Rights of Women" on March 25, 2022. This event also featured NGO "Siragu," which imparted their entrepreneurship skills and showcased their products for sale.

The subsequent year, the **WEC** coordinated a workshop on "Terrace Gardening" on March 8, 2023, aimed at imparting entrepreneurial skills to students, teaching faculty, and housekeeping staff of MSAJAA. Additionally, the **Prevention of Sexual Harassment (POSH)** Cell was inaugurated on April 1, 2022.

MSAJAA fosters a **collaborative working environment** among students of all genders, recognizing education as a catalyst for addressing gender sensitization issues. Through a proactive approach, the institution conducts a range of activities including lectures, seminars, talks, workshops, and discussions to sensitize students to gender-related issues.

MSAJAA provides Gender Equity & Sensitization in both **Curricular and Co-Curricular** Activities, along with On-Campus Facilities specifically tailored for Women, encompassing the following:

1. Women Empowerment Cell (WEC)
2. POSH Cell
3. Safety and Security – CCTV and continuous monitoring of the same
4. Counselling room
5. Health centre
6. Common room
7. Gym

File Description	Document
Upload Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document

7.1.3

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

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

Response: B. Any 3 of the above

File Description	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
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

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

Response:

Provision of an Inclusive Environment

As per **Anna university policy** says- MSAJAA Implements an **Inclusive Environment** by providing extensive opportunities in education, research, and innovation for applicants from the disadvantaged

and/or currently under-represented groups to improve their quality of life. Anna University strictly adheres to national and state government policies for inclusivity in student admissions. Discrimination based on religion, caste, color, or language is not tolerated by MSAJAA.

Promoting Harmony and Tolerance

We strive to foster harmony amidst diversity by hosting a variety of events and celebrations throughout the year. These occasions range from honoring national leaders to national festivals, social awareness days, World Environment Day, Yoga Day, Martyrs' Day, and beyond. Both our students and staff actively engage in these events, helping to create an inclusive environment.

Cultural Harmony

MSAJAA promotes cultural and traditional equality among its diverse students. Various student clubs organize co-curricular and extracurricular activities to encourage students to showcase their creativity and talents. MSAJAA hosts MILAAP, an annual event showcasing traditional dances and art forms that reflects the culture.

Universal Human Values (UHV)

To facilitate transformation towards a holistic world vision and 'Human Consciousness' all our faculty have been trained in UHV through the Faculty Development Program (FDP) designed and sponsored by the AICTE, through which our students are also sensitized.

MSAJAA sensitizes students towards personality development, fitness, and professional ethics. Activities include counseling, lectures, yoga, and fitness programs. Mandatory UHV courses are conducted for 15 days during the induction week to teach ethics and discipline as per AICTE guidelines. Students also learn traditional practices like Yoga, Ayurveda, Siddha to promote ethical behavior and interconnectedness as per Anna University curriculum

Constitutional Obligations in Curriculum/ Public Service

Curriculum - MSAJAA has sensitized its students on their constitutional obligations with courses like Political and Economic Thought for a Humane Society (MX3087), State Nation Building and Politics in India (MX3088) as a part of their mandatory course under regulation 2021 of Anna university curriculum. Furthermore, students have benefited from courses such as Professional Ethics and Environmental Science for Architecture(AR3203) for insights into right practices.

Constitution day Celebrations – MSAJAA celebrates national festivals such as Independence Day, Republic Day, Gandhi Jayanthi, Flag day. etc. and pays tribute to all freedom fighters of the nation, thereby reminding students and faculty of their constitutional obligation, besides values, rights, duties, and responsibilities. The University establishes policies that reflect core values.

Public Service - Through NSS camps, students and staff at MSAJAA are more connected with rural areas disseminating awareness on the importance of child education, cleanliness, environmental activities and other such public services.

Social Responsibility of Citizens

MSAJAA promotes social responsibility through blood donation camps, distributing terrace garden kits for housekeeping staff, student counseling etc. MSAJAA boasts an effective Anti-Ragging and Anti-Drug cell that helps cultivate responsible citizens of tomorrow. Regular pledges are taken to ensure that individuals are aware of their responsibilities. The code of conduct is strictly followed by all the students and staff.

As stakeholders in wider projects, Architects bear a social responsibility to prioritize the needs of local communities, safeguard the environment, prevent resource depletion, and promote sustainability through Inclusive Designs. At MSAJAA, we equip our students with the necessary skills and knowledge to fulfill these obligations through a thorough 5-year course.

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. Title of the Practice

"Sense and Sensitivity"

-A pathfinder for academic proficiency and personality development

2. Objectives of the Practice:

MSAJAA Mentoring focuses on fostering collaboration and personal development among faculty and students, aiming to prepare them for future social change makers and they constantly work towards **academic proficiency and personal development** at all levels.

3. Context:

The institution offers faculty opportunities for knowledge sharing through FDP, hands-on workshops, and discussions with eminent architects. Programs for academic proficiency are curated, and Professor Emeriti and other multidisciplinary professionals serve as studio mentors to bridge the gap between academia and practice through interactive sessions.

Faculty Mentors familiarize students with the greater culture of an architectural institution and the practice of mentorship at MSAJAA creates a collaborative environment between faculty (mentors) and students (mentees). Mentors also encourage peer learning and knowledge sharing between students.

Mentorship fosters a collaborative environment, promotes peer learning, and lays the foundation for lifelong learning, ethical conduct, and positive motivation. The Campus Mentorship Program aligns with the institution's vision to create a resilient community of sensible thinkers.

4. The Practice:

Academic proficiency

Professor Emeriti guides faculty on design studio briefs, focusing on our 3 C's - context, climate, and culture. The mentors at Campus help bridge the gap between academia and practice and also mentor B.Arch and M.Arch Thesis students to prepare frameworks

Personality development

The Mentoring Programme, launched in 2021 by the Mentorship Committee, aims to enhance students' campus life and provide support in social and psychological aspects. Mentors & MSAJAA in-house counselors, serve as advisors, confidants, and role models, engage with students one-on-one, foster broadmindedness, wisdom, honesty, responsibility, and inner harmony.

5. Evidence of Success:

MSAJAA aims to equip students for the new normal by translating core values into action plans. The institution has achieved remarkable achievements, by the appointment of Professor Emeritus, which increased faculty confidence, to create sensitive and sensible thinkers and fostered an inclusive environment. A couple of noteworthy accomplishments include a significant rise in the institute's rate of graduates and the absence of any disciplinary actions on campus during the reporting period. The mentoring program has evolved from a simple figurehead to a more purposeful and effective approach.

6. Problems Encountered and Resources:

Mentoring involves quality time with mentees but faces challenges like individual attention, tracking results, and lack of motivation. Not every student who enrolls is committed to achieving their goals in full. They require assistance in planning and preparing for their academics at all times. Gaining the student's trust is the aim of the mentoring process, which enables them to talk openly about their concerns and problems without worrying about being judged.

7. Concluding Note:

MSAJAA's mentorship program combines **academic proficiency with personality development**, catering to students and faculty in the architecture discipline. It enhances design and technical skills, emotional intelligence, and collaboration, fostering a culture of learning and fostering a lifelong passion for architectural excellence and innovation.

BEST PRACTICE : 2

1. Title of the Practice

“Unlocking Potential”

- Curricular enrichment through vertical collaborative ventures and talent pool development.

2. Objective of the practice:

The objective of the practice is to unlock the potential of students of MSAJAA by encouraging curiosity, and innovation. Through collaborative ventures and talent pool development, the institution aims to broaden students' horizons, cultivate a culture of creativity and bold thinking, and equip them with essential life skills and problem-solving acumen.

3. The Context :

The practice operates within a framework focusing on **Cognition, Communication, and Culture**. It emphasizes collaborative learning, communication skills development, and an understanding of societal challenges, sustainable practices, and technological advancements as a means of unlocking the potential of every student. The institution fosters interdisciplinary collaboration to address real-world problems effectively.

4. The Practice:

The practice includes several components:

Exploration of Interests and Broadening Perspectives: Encouraging students to explore diverse fields of interest, promoting interdisciplinary learning, and fostering a deeper understanding of the world.

Promotion of a Collaborative Work Culture: Fostering teamwork, cooperation, and mutual support through group projects, team-based assignments, and collaborative research endeavors.

Opportunities for Leadership Development: Providing students with opportunities to cultivate and demonstrate leadership qualities through student government, campus organizations, and community projects.

Facilitation of an Ethos of Innovation and Entrepreneurship: Nurturing creativity, innovation, and an entrepreneurial spirit through experiential learning, mentorship programs, and access to resources.

Development of Essential Life Skills and Problem-Solving Acumen: Equipping students with practical skills, critical thinking abilities, and resilience to navigate challenges in an ever-changing world.

5. Problems Encountered and resources required :

Challenges include time limitations within the academic calendar and the need for additional resources to support curricular enrichment programs. Flexibility in scheduling and infrastructural enhancements are implemented to address these challenges.

6. Evidence of Success:

Success of the practice is measured not only by quantitative targets but also by intangible parameters such as increased confidence, development of human values, leadership development, and improved social skills. Student achievements in competitions and positive feedback from all stakeholders and field experts demonstrate the effectiveness of the practice in fostering holistic growth.

7. Conclusion:

The practice of unlocking potential through collaborative ventures and talent pool development has led to the cultivation of a culture of innovation, leadership, and entrepreneurship at MSAJAA. Alumni success stories and student entrepreneurial ventures showcase the long-lasting impact of the practice on students' personal and professional development.

File Description	Document
Best practices as hosted on the Institutional website	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:

HERITAGE CELL

Foreword:

Amidst the rich tapestry of South India's architectural legacy, **MSAJAA** stands out as a trailblazer in **preservation and heritage awareness**. As the pioneer institution in the southern region offering M.Arch program in Architectural Conservation, MSAJAA shines as a beacon of transformative action, dedicated to **safeguarding the tangible structures and intangible narratives** defining the cultural landscape of South India.

At the heart of MSAJAA's commitment lies its **Heritage Cell**, a symbol of dedication to nurturing a deeper understanding and appreciation of the region's heritage. Conceived in 2019, under the esteemed mentorship of Dr. Nalini Thakur, former Dean of Studies and Professor of Architectural Conservation, SPA New Delhi, and the core faculty of conservation, this initiative embodies a collective endeavour to train, document, research, and safeguard the architectural and intangible treasures of the region.

The official inauguration of the Heritage Cell in April 2022 marked a momentous occasion, graced by distinguished guests Dr. Arun Menon, Director, National Centre for Safety of Heritage Structures, IIT

Chennai and Ar. Thirupurasundari Sevel, Founder of Nam Veedu -Nam Oor- Nam Kadhai, Studio Conclave, who underscored the significance of MSAJAA's commitment to heritage preservation. Since then, the Heritage Cell has actively engaged the MSAJAA community, fostering a culture of participation and exploration.

Collaborations with esteemed organizations such as the Indian National Trust for Art and Cultural Heritage (INTACH), Indian Institute of Architects (IIA), C.P. Ramaswami Aiyar Foundation (CPRA), and PRAKRITI Foundation have further strengthened MSAJAA's mission to preserve Indian heritage.

Context and Objectives:

Target 11.4 of the Sustainable Development Goals (SDGs) calls for strengthening efforts to protect and safeguard the world's cultural and natural heritage. The Heritage Cell recognizing heritage as the driver of sustainability aims to:

1. Train and sensitize students to appreciate cultural heritage and its preservation.
2. To document both tangible and intangible heritage and establish the importance of adaptive reuse as a measure of sustainability and resilience planning.
3. To disseminate the knowledge and to create public awareness by involving stakeholders.

The Practice:

1. **Heritage preservation workshops** are vital for raising awareness, providing practical insights, and fostering collaboration among students and professionals. The aim is to cultivate an appreciation for heritage and empower individuals to protect cultural legacy.

In this regard, the institution in collaboration with the INTACH Chennai Centre, organized the two-day workshop on '*Exploring the Importance of Heritage*' to foster interest and awareness in heritage preservation among undergraduate architecture students. The workshop began with a presentation on the Colonial heritage of Madras by Ar. Sujatha Shankar (Convenor, INTACH Chennai chapter) at the Tamilnadu Police Museum, Chennai. This was followed by a heritage walk led by Mr. Steve Borgia (Chairman & Manager of INDeco Leisure Hotels), Honorary Curator of the Tamil Nadu Police Museum. On the second day, guest speakers addressed both the tangible and intangible facets of heritage preservation that was held on campus.

Furthermore, the '*Adaptive Reuse and Retrofitting*' workshop on campus provided a comprehensive overview of conservation concepts and strategies for B. Arch students and design professionals interested in heritage-sensitive research and solutions. The workshop aimed to equip attendees with practical insights and skills for preserving architectural heritage.

2. **Heritage walks** are conducted to provide training and hands-on experience to students and to apply their knowledge while conducting walks to raise public awareness. Thus far, several public walks in collaboration with various agencies, have received praise from the community. Particularly notable were the walks at Brodie Castle, Chennai, held in partnership with the Goa Heritage Action Group (GHAG), and at the Government Fine Arts College, Chennai in association with IIA Chennai Chapter, which garnered significant public attention and interest.

3. Opportunities for **open dialogue and engagement with renowned conservation architects** are created. Notable talks include Ar. Benny Kuriakose, Ar. Ajit Rao, Ar. Satya Prakash Varanshi, Mr. (Cuckoo) Selvaraj, Ar. Abha Narain Lambah and Professor Emeritus K. T. Ravindran. These interactive sessions, open also to the public, serve as platforms for fostering meaningful conversations and promoting awareness about Heritage conservation.

4. Observation of significant days such as World Heritage Day, Madras Day, etc while engaging students and the public.

5. Active strategies to **cultivate passion and enthusiasm** among students, such as organizing **public exhibitions, photography, and quiz competitions**. These initiatives serve to instill a deeper appreciation of architectural heritage.

6. Implementation of proactive measures to facilitate the practical application of knowledge through **career talks and alumni engagement** and offering **virtual open days and interactive sessions** with alumni. This provides students with valuable insights into architectural conservation as a viable career path.

Outcome highlights:

1. Intensive efforts have been dedicated to **identifying and documenting intangible heritage**, with a particular study on *“Bhavani Jamakkalam”* submitted to INTACH, New Delhi, for approval and inclusion in their database of documented heritage.

2. Sharing intriguing facts about the World Heritage site and providing insights into heritage buildings in Madras via **social media** has helped to captivate and connect with a wider audience.

3. Students of the third year (Batch 2021-26) achieved the **first runner-up position** in the National COA Students' Award for Excellence in **Documentation of Architectural Heritage 2023**. Their submission, titled *“Study and Documentation of Indigenous Dwellings of Vadakku Karaikurichi,”* showcased their comprehensive theoretical and practical knowledge and was exhibited at the Samunnati Exhibition held at Lalit Kala Akademi during the Art, Architecture and Design Biennale in New Delhi under the ‘Indigenous Dwellings’ category.

4. Our collection of architectural heritage documentation, is shortly to be presented in the form of **monographs** through the Research and Publication cell with the aim of disseminating knowledge. These documents will serve as invaluable resources, offering in-depth insights into various aspects of architectural heritage, conservation practices, and cultural narratives.

One such documentation titled *‘Narratives on the Dutch Cemetery, Pulicat’*, led by N.Hiranya (Batch 2021- 23) highlights the heritage cell’s significant contribution to advancing knowledge in architectural conservation.

Challenges:

Being a stand-alone emerging institution, the main challenge is the sourcing of research grants and funding. However, with the current body of work, it will now be possible to pitch for collaborations and add value to the Heritage Cell.

Conclusion:

Through interdisciplinary collaboration, research, education, and community engagement, MSAJAA's Heritage Cell reaffirms its pioneering role in protecting and celebrating South India's architectural heritage. This practice exemplifies the institution's dedication to **heritage conservation and sustainability**.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

1. International exposure to students

(a). To provide exposure to students at International level, the institution has undertaken a competition project initiated by National University of Singapore (NUS) and ETH Future cities on “The Sea City Interface, which focuses on mitigating climate impact on the sea city fringes in rapidly urbanising cities in Tropical Asia”. The focus is on the development of the city of Singapore, rethinking the role of design understanding environmental consequences, implication of rapid urbanisation and climate change. This project has been integrated with the Design studio course of Eighth semester B.Arch programme.

(b). MSJAA as an affiliated institutional member with Indian Institute of Architects (IIA), this has set the platform for participation in international forums such as ARCASIA and UIA.

2. B.Des Programme

The institution is to offer 4 Year B.Des programme in the academic session 2024-25. NOC from Anna University has been obtained, AICTE approval is awaited.

3. Faculty Development Program (FDP) with COA.

Due to the Multidisciplinary specialization background of the faculty, we are well positioned to conduct FDP's in various subjects for the benefit of the teaching community.

4. Heritage Cell

MSAJAA along with its sister institution Mohamed Sathak Engineering College, Kilakarai aims to document and analyse the architectural style of Kallupallis (Stone Mosques), which are unique in the southern part of the state of Tamil Nadu.

5. Research Centre

MSAJAA is also well placed to become a recognised Research centre by Anna University after obtaining autonomous status.

6. Student Council

At MSAJAA, we are encouraging students to initiate their own activities (Co-curricular and Extra curricular) to improve their interpersonal and leadership skills.

Concluding Remarks :

MSAJAA is dedicated to realizing its vision and mission through a carefully crafted perspective and strategic plan, which prioritizes the enhancement of the teaching-learning process to foster value-based creative and critical thinking, encourage research, facilitate the holistic development of students, and strengthen academia-industry interactions.

The institution is deeply committed to academic freedom, valuing open access to information and recognizing that learning extends beyond the classroom into engagement with communities and professional bodies outside of the college. The curriculum is enriched with various professional skill enhancement courses, workshops, seminars, guest lectures, and industry visits, aimed at bridging the gap between industry requirements and the academic curriculum.

Furthermore, the institute has established specialized cells such as the Research and Publication Cell, Heritage Cell, and Innovation and Incubation Cell, to facilitate the documentation of diverse built environments and to translate research and innovative ideas into tangible outcomes.

MSAJAA actively seeks new collaborations and alliances with field experts, academia, industry stakeholders, governmental bodies, and community-engaging professional organizations and individuals.

Moreover, the institution is committed to contributing to sustainable development and endeavors to sensitize students to this cause. It also focuses on empowering women to meet the challenges of a rapidly evolving world.

Lastly, achieving approval and accreditation are significant milestones in the institute's educational journey, as they signify adherence to benchmarks and quality standards, thereby promoting education to global standards.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.2	<p>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</p> <p>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:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>53</td> <td>38</td> <td>36</td> <td>41</td> <td>49</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>43</td> <td>33</td> <td>30</td> <td>38</td> <td>39</td> </tr> </tbody> </table> <p>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:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>78</td> <td>65</td> <td>65</td> <td>65</td> <td>70</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>54</td> <td>45</td> <td>45</td> <td>45</td> <td>48</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as we have excluded general category count and have also excluded excess of seats in reserve category.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	53	38	36	41	49	2022-23	2021-22	2020-21	2019-20	2018-19	43	33	30	38	39	2022-23	2021-22	2020-21	2019-20	2018-19	78	65	65	65	70	2022-23	2021-22	2020-21	2019-20	2018-19	54	45	45	45	48
2022-23	2021-22	2020-21	2019-20	2018-19																																					
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2.4.1	<p>Percentage of full-time teachers against sanctioned posts during the last five years</p> <p>2.4.1.1. Number of sanctioned posts year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>49</td> <td>49</td> <td>47</td> <td>47</td> <td>47</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>35</td> <td>46</td> <td>52</td> <td>54</td> <td>52</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	49	49	47	47	47	2022-23	2021-22	2020-21	2019-20	2018-19	35	46	52	54	52																				
2022-23	2021-22	2020-21	2019-20	2018-19																																					
49	49	47	47	47																																					
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35	46	52	54	52																																					

Remark : DVV has made changes as per supportings shared by HEI.

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
3	5	2	1	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	3	1	1	2

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as those publication were not UGC care and have followed the calendar year (JAN-DEC)

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
1	3	1	5	3

Answer After DVV Verification :

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

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as those were not having ISBN Publication and has followed the calendar year (JAN-DEC)

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 :07

Remark : DVV has made changes as per supportings shared by HEI as per below link

https://www.msajaarch-edu.in/uploads/naac-dvv/3.5.1/3.5.1_listandcopies.pdf

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
30	4	0	8	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
18	1	0	0	1

Remark : DVV has made necessary changes as per supportings shared by HEI as per below link https://assessmentonline.naac.gov.in/storage/app/hei/SSR/116284/5.3.1_1714131270_14586.pdf and values have been downgraded as we have excluded runner ups and inter college awards

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
60	27	28	23	17

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
18	11	04	12	13

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as events under same date has been counted as one.

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
18	32	0	23	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
08	10	0	17	0

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as we have excluded financial support less than 2000.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>178.70</td> <td>103.16</td> <td>96.92</td> <td>197.86</td> <td>243.86</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>168.90</td> <td>162.48</td> <td>94.71</td> <td>168.19</td> <td>165.25</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	178.70	103.16	96.92	197.86	243.86	2022-23	2021-22	2020-21	2019-20	2018-19	168.90	162.48	94.71	168.19	165.25
2022-23	2021-22	2020-21	2019-20	2018-19																	
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