



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**K. J'S. EDUCATIONAL INSTITUTES, TRINITY
INSTITUTE OF MANAGEMENT AND RESEARCH**

S.NO. 25 AND 27, VILLAGE - PISOLI, POST YEWLEWADI(BOPDEV
GHAT),PUNE, MAHARASHTRA - 411048

411048

www.trinitymbapune.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

KJ's Educational Institute was established in 2008 in Oxford of East – Pune, Maharashtra, with a futuristic vision to provide quality education by creating an academic environment where aspirations of society and students are met thoroughly. Since inception, the KJEI Trust has focused on providing education in Management, Engineering, Pharmacy and School with dedication and commitment.

Trinity Institute of Management & Research (TIMR) is AICTE approved, affiliated to Savitribai Phule Pune University and the Directorate of Technical Education, Maharashtra. Since its establishment in the year 2008, the Institute has been offering MBA program with its modern and innovative teaching methods, well qualified faculty members, emphasis on 360 degree development and employment oriented activities. Under the worthy leadership of the management, the faculty and the administrative staff of the TIMR stand shoulder to shoulder to provide our stakeholders a life time experience of quality and need-based education. We are committed to our vision and mission of making TIMR a premier knowledge centre of the country.

Student centric activities, participative management, adequate transport facility, quality infrastructural facilities, clean and green natural environment are the major features of this Institute. The Institute was established with an objective of holistic development of the key stake holders such as students, faculty, alumni, parents and industry. The existing qualified, dedicated and experienced faculty play significant role for quality teaching, research and innovation. The Institute provides conducive atmosphere to inculcate ethical and moral values in faculty and students. The Institute encourages Skills and Entrepreneurship development in the students, which is facilitated by offering certification and/ or term courses in the domains of skills development and entrepreneurship. Faculty members are continuously encouraged and motivated for career advancement. The Industry-Institute interaction and excellent infrastructure facilitates quality learning through various activities which are organized for overall development of students. The quality policies are framed and implemented for providing quality education in the Institute. TIMR, following the norms of Bloom's Taxonomy, consequently strives to meet the industry expectations and live up-to meet the standards of the best MBA Colleges in India.

Vision

To be a premier knowledge centre of the nation for socio-economic development.

Mission

- To provide education that combines rigorous academics with joy of discovery through sustained efforts and dynamic strategies;
- to provide a harmonious environment to explore the innate abilities of students with effective teaching learning;
- To enrich teaching-learning process through innovative practices.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Affiliated to nationally and internationally acclaimed Savitribai Phule Pune University, with a 110 acres Clean and Green campus for healthy living and learning environment.
- Premier Infrastructural facilities along with experienced and dedicated faculty, adopting innovative practices in teaching & learning process for excellence in education, including the emerging new norms on online education and Bloom's Taxonomy;
- A progressive Mentorship Program through mentee-mentor scheme
- One of the best MBA colleges for urban as well as semi rural areas.

- Emphasis on physical and mental wellbeing of TIMR Staff and students.
- Value added Programs (VAP) and Add-on Courses (AOC) are offered to develop the knowledge and skills in a particular stream for students of all learning capacities.
- Co-curricular and social consciousness building activities.

Institutional Weakness

TIMR needs to work on the following aspects to be more competitive in its thrust area:-

- Collaborations with industries and Research Centres as well as with International Universities/industries.
- Initiate more industry sponsored projects for working towards the society and socio – economic development;
- Limited approach towards Consultancy and extension activities;
- More emphasis on student exchange and faculty exchange programs is required.

Institutional Opportunity

- Exploring more ways of experiential learning in order to prepare students through practical approach;
- Building stronger network with industries Pan India to offer better internships and workshops to meet the industry requirements;
- Inculcating and imbibing skill development activities for nurturing ideas of self-employment, startups and entrepreneurship in the students;
- Encouraging the students to join our 'Trinity Startup and Entrepreneurship Cell(TSUE)' which ultimately leads to accomplishing the vision of Government of India to 'Make in India' initiative a flourishing reality of times to come;
- Motivating faculty and students to cultivate research oriented attitude amongst all and give back to the society and nation the much deserved solutions and platforms for economic growth;
- Globalizing of education through collaboration with reputed industries and universities abroad and in India at large;
- Encouraging consultancy field by motivating its faculty to offer their consultancy service to industry and academia;
- Improving not only the Training and Placement program but to develop the entrepreneurship skill and self-employment among students, especially from rural background.

Institutional Challenge

- To start contemporary technological or conceptual certification courses for academic enrichment.
- Enable faculty to adapt to the globally changing teaching learning practices,
- Focus on improving communications and presentation skills of the students from diverse backgrounds to make them ready for the market demands.
- Industry funded research projects and grants from varied sources.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- Trinity Institute of Management & Research (TIMR) is affiliated to the Savitribai Phule Pune University (SPPU) and follows the curriculum provided by the University. The Institute implements a standard process of planning and executing activities which are necessary for effective implementation of the curriculum delivery, with focus on the Choice Based Credit System (CBCS).
- The Institute ensures that the curriculum objectives are achieved through guest lectures, workshops, assignments, tutorials, unit test, etc.
- The Institute has different cells like Women Empowerment Cell, looking after the challenges faced by girl students; Anti-Ragging cell which prevents ragging in the college premises; Trinitian Start Up Cell-which encourage students to become the entrepreneur, to encourage students and support them into the business, Grievance Cell, which solves any grievances among faculties and students, Teacher Guardian(TG) Scheme (Mentoring), which is for continuous academic monitoring as well as providing support system to guide and motivate the students, etc. these cells help in keeping healthy environment at institute.
- Institute conducts relevant Value added Programs (VAP),Bridge Courses and Add-on Courses to develop the knowledge and skills in particular stream/specialization to the students.
- The faculty are motivated to participate in activities related to curriculum development and assessment of SPPU.
- Trinity Institute of Management & Research (TIMR) also conducts Remedial classes for students alongwith an effective mentoring program.
- Keeping experiential learning at its core, TIMR conducts KSSA (Knowledge sharing session activity) for keeping students and staff abreast with the world.
- Various programs are arranged for staff and students in the institute like awareness programs on social issues, social responsibilities, health & safety issues and environmental education. The institute organizes various cultural and sports activities.
- The institute is much conscious and active towards the CSR (Corporate Social Responsibility) and many activities are conducted like Traffic Management Activity, Nirmalya Collection Activity, blood donation camp and awareness about the water conservation etc through which students can acquire moral and ethical values and get opportunity to serve society.

Teaching-learning and Evaluation

- Teaching Learning is at the core of any educational Institute. A well planned and executed teaching learning leads to academic excellence. This is achieved through recruiting and retaining well qualified and experienced teachers who are adept and have expertise in distinct skill of teaching-learning process.

- The admissions are made in accordance with standard procedures defined by the DTE and the Government of Maharashtra. The student diversity at TIMR is one of its main strengths. The students come to TIMR Pan India. From Maharashtra, a dominant number are from rural areas of Maharashtra with different economic background. The Institute enrolls the students as per the government's directives.
- To assess the learning levels of the students after admissions, TIMR adopts methods such as Entrance test score, Marks at graduation level, Continuous assessment through the class test and midterm exam etc.
- A Skill Development Program (SDP) is introduced for bridging the gap between the Skills required by industry and the skills acquired for strengthening the teaching learning process and practices
- Faculty nurture and motivate students to improve their performance through assessments on the basis of internal examinations and quantitative test as well as the debates, competitions and other such activities in order to encourage holistic development of the student.
- Appointment of faculty members is in accordance with the norms laid down by the competent authorities. Qualified and experienced faculty members are selected through a rigorous interview process.
- Faculty members take efforts to inculcate knowledge, professional etiquettes, entrepreneurial skills and core values among the students.
- The Director, Academic Coordinator and Academic Monitoring Committee (AMC), currently known as IQAC, monitors the effective implementation of teaching plan and strict adherence with academic calendar.
- The innovative teaching learning pedagogy like role play, quiz, cross word, motivational movie, survey reports, scrap book writing, newspaper analysis, conducting KSSA (Knowledge sharing session activity) for keeping the students and staff abreast with world and for better conceptual understanding.
- Collaborative teaching and learning platforms such as GoogleMeet are made use of.
- They are motivated to find solutions through knowledge application oriented industrial projects like SIP, Dissertation etc.

Research, Innovations and Extension

- Trinity Institute of Management and Research (TIMR) promotes research environment while giving due importance and acknowledgment to the socio – cultural extension activities. Activities like Blood donation, Tree plantation, Swachh Bharat Abhiyaan, Nirmalya Collection, Traffic duty etc. have sensitized the students towards various social issues & contributed towards holistic development of students. The students enthusiastically participate in these activities.
- TIMR has conducted a number of workshops/seminars on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship with the view to provide students with a holistic learning environment. State Level Seminar was conducted to create a culture of research and innovation wherein contributions were invited from scholars, academicians and industrialists alike.
- The Institute has 4 doctorate and 4 faculty members are pursuing Ph.D. the dynamic faculty members have quality research papers that have been published in the last 4 Years in State, National and International Seminars, and conferences.
- The Research and Development (R&D) Cell 'SOCHDHAARA' monitors research related activities to develop research based attitude amongst students and all faculty members.
- The Research committee ensures that activities are paying attention on research based learning. It generates opportunities for participation of faculty members and students in research, assisting publications in UGC care journals, Scopus and the relevant journal bodies.

- Well qualified and senior staff members with their expertise contribute for research and development in their respective fields. Experienced professors and company executives are invited as resource persons for conducting seminars/conferences/workshops/Projects viva etc.
- Financial assistance is given to students and staff members to promote research activities, like major/minor research projects, research publications, attending seminars/conferences/workshops, etc.
- TIMR promotes innovativeness through activities like Nirmalya Collection, Sochdhaara
- TIMR conducts varied extension and outreach Programmes to create awareness about relevant issues such as Swachh Bharat, AIDS, Gender issues etc. some of them are organized in collaboration with industry, community and NGOs.
- Many Memorandums of Understanding (MOU) have been signed with industries to establish and to promote inclusive growth of the nation.

Infrastructure and Learning Resources

- All the infrastructure, learning resources and facilities as per the AICTE norms to meet various requirements of teaching-learning process are made available. These resources are used for conducting curricular, co-curricular and extracurricular activities.
- TIMR budgets its expenditure for every academic year for infrastructure augmentation and maintenance of infrastructure (physical and academic support facilities).
- Spacious, well ventilated classrooms equipped with modern ICT tools, tutorial rooms and well equipped computer lab with the state of art facility for students to perform their practical course work and projects work are provided. C.C.T.V. cameras are installed at the institute for surveillance and monitoring of academic activities and university examination.
- The all-inclusive IT policy of the institute is to support and facilitate the teaching, evaluation, research and administrative functions of the institute through an e-managed environment, providing a wireless, high speed network, secured from intruders, with regular data backup and recovery techniques along with a software and updated highly refined servers for better performance and flexibility.
- The computer labs are equipped with technology and are available for all the students. Whenever needed library software or other software are upgraded for better performance.
- Institute has a well-equipped library with reading room, digital library and with sufficient number of text books, reference books, and journals.
- The e-journals provide access to research publications to students and faculty members. As part of initiation of SMART class rooms institute is well equipped with IT infrastructure, computers, peripherals; internet service, Wi-Fi, internal networking and browsing facility to provide access to worldwide web to enhance their academic excellence,. The information security and network security are ensured through the firewall.
- The websites which promote unauthenticated activities are blocked by the firewall. The campus has Wi-Fi connectivity and high speed (100Mbps) Internet facility.
- The institute offers excellent medical facilities to staff, students and others who stay in the hostel. The staff and students can avail this facility in Campus.

Student Support and Progression

- More than 140 students studying at Trinity Institute of Management and Research are from diverse background. Keeping the diverse student force in mind, various schemes have been implemented to conduct activities for academics and progression towards employment, higher studies and

entrepreneurship, following the norms of AICTE and SPPU

- Institute provides support to diverse category of students like SC, ST, OBC and economically weaker sections of society through various scholarships, freeship and earn and learn scheme.
- Capacity building and skills enhancement initiatives are taken by the institution such as Soft skills, Language and communication skills, Life skills (Yoga, physical fitness, health and hygiene), ICT/computing skills, competitive examinations, career counseling to name a few to make students globally competent.
- The institute has active placement cell that helps students to identify job opportunities and arrange campus interviews and a separate Entrepreneurship Cell – Trinity Start Up and Entrepreneurship Cell(TSUE)to develop entrepreneurial skills among the interested students. This is done with the endeavor to encourage the students to reflect upon their entrepreneurial strengths and to start their own business.
- Institute maintains strong association with alumni for monitoring of academic quality, for providing career guidance to students and for arranging guest lecturers etc. the alumni progressing to higher education are also networked with in order to build a dynamic presence for the institute.
- The progression of student in various departments of the institute is regularly monitored by AMC using the parameters such as attendance, result analysis, student feedback, placement and progression to self-employment and higher studies.
- In consonance with the decision of the management, the AMC is presently referred to as IQAC. The corrective actions are taken to improve the results periodically. Feedback is taken from students during the course and also after exit, for continuous improvement in the quality of education.
- The Institute also motivates its students to participate and perform in sports/cultural activities at university/state/national / international level and celebrates their victory through awards and appreciations.

Governance, Leadership and Management

- The governance of the Institute is rooted by the strategic vision, mission, transparency, accountability, inclusiveness, and equity. The governing body of TIMR ensures effective governance practices that are directed and aligned with the mission and vision of the institute. The governance focuses on student-centric learning method while providing a growth environment to its teaching and non-teaching staff.
- The Institute is nurtured and guided towards success and goodwill by the Founder President Hon. Kalyan Jadhav, of KJ Educational Institutes, Pune. It has a well- defined organizational structure to execute the vision and mission of the Institute.
- The proper governing and monitoring system are in place like the Governing Body and Local Management Committees that have been constituted for effective governance and management of entire KJs Educational institutes.
- The Institute believes in optimum utilization of resources to give quality education to students. The focus is therefore on research based learning by students and faculty members, creating a centre of excellence to provide solutions to the industrial needs.
- Efforts are focused on strengthening the Industry-Institute interactions for presenting the recent trends in industry in to class room activities and also for generating start up ideas for entrepreneurship.
- The Institute promotes student centric environment to enable them to become quality professional. The students are encouraged to participate in several activities, while undergoing class room learning.
- Faculty members are encouraged for being participative in management and innovation processes. They are an integral part of decision making to build an institute of national relevance and of high quality, which is considered as premier institute.

- Students are also motivated to participate in management and decision making process of the Institute by allowing them to be part of various important committees.
- IQAC was established in the Institute in the year 2017 as per the guidance of the Governing body. On the recommendations given by the IQAC, TIMR organized FDPs, Workshops and Seminars inculcating a learning environment for its Faculty, Administrative department and students respectively.

Institutional Values and Best Practices

- The Institute believes in respecting environment which is the basis for creating responsible professionals and good citizens of a nation. The development of society is hugely dependent upon its natural, institutional and ethical environment.
- Blend of Modern and Traditional techniques used for holistic development of the students to make them globally competitive, technically sound, confident, ethically and socially responsible human beings.
- **Best Practices being followed at TIMR are:-**
- **Sochdhaara – Lets Research:** This is the latest innovation at TIMR. The only thing that is constant in Academics is Research. The changing times bring with them demands for new ideologies, new concepts and actions to enhance the thought mobility of students as well as Faculty. Technology has opened doors for researchers to delve into the depths and bring about useful and productive elements to the existential thoughts and concepts.
- **Clean and Green Campus**
- TIMR, undoubtedly is the most clean and green campus that Pune can boast of. On the foothills of Bopdev Saswad Ghat, the lush 110 acre campus endeavours at all levels to keep the campus as close to nature in its appearance and environment.
- Inorder to maintain its flora, TIMR undertakes activities such as Tree Plantation, water harvesting, use of Solar energy, treatment and reuse of waste water, proper disposal of e-waste some of environment friendly activities are taken up in the institute to make its surrounding as close to nature and a green environment.
- Students also undertake Nirmalya Collection every year towards the end of the Ganesh Festival. The students alongwith the designated faculty collect Nirmalya wherein they are segregated in the campus. Material such as compost flowers, leaves and other biodegradable waste are taken to the compost pit on the campus. TIMR also encourages devotees to opt for artificial tanks (instead of rivers) for immersion. In its small and humble way, TIMR endeavors to take conscious steps towards contributing to the betterment of the environment, while being developmental for the society at large.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	K. J's. Educational Institutes, Trinity Institute of Management and Research
Address	S.No. 25 and 27, Village - Pisoli, post Yewlewadi(Bopdev Ghat),Pune, Maharashtra - 411048
City	PUNE
State	Maharashtra
Pin	411048
Website	www.trinitymbapune.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director(in-charge)	Preeti Sharma	020-24264229	8999857040	020-24264379	director.timr@kjei.edu.in
IQAC / CIQA coordinator	Smita Temgire	020-24266089	9867043843	-	smitatemgire.timr@kjei.edu.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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Date of establishment of the college	29-06-2008			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name		Document	
Maharashtra	Savitribai Phule Pune 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
AICTE	View Document	30-04-2020	12	

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

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	S.No. 25 and 27, Village - Pisoli, post Yewlewadi(Bopdev Ghat),Pune, Maharashtra - 411048	Rural	2	2362.17

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
PG	MBA,Management	24	Graduation	English	120	112

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	2				2				8			
Recruited	1	1	0	2	1	1	0	2	3	5	0	8
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				1			
Recruited	0	0	0	0	0	0	0	0	1	0	0	1
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				10
Recruited	6	4	0	10
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	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	1	0	1	1	0	0	0	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	4	5	0	9

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	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

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	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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		5	4	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
PG	Male	39	44	0	0	83
	Female	32	27	0	0	59
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	4	1	5	7
	Female	1	0	3	3
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	1
	Others	0	0	0	0
OBC	Male	2	3	10	11
	Female	1	1	3	2
	Others	0	0	0	0
General	Male	12	65	40	22
	Female	11	43	11	13
	Others	0	0	0	0
Others	Male	0	2	4	6
	Female	2	0	1	1
	Others	0	0	0	0
Total		33	115	77	66

Extended Profile

1 Program

1.1

Number of courses offered by the Institution across all programs during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
28	25	25	24	24
File Description		Document		
Institutional data prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	1	1

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
142	172	129	100	144
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
60	60	60	60	60

File Description	Document
Institutional data in prescribed format	View Document

2.3

Number of outgoing / final year students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
105	52	50	33	91

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

Number of full time teachers year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
12	12	12	16	16

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	1	1

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 5

4.2

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
43.01	56.34	61.77	52.75	60.99

4.3

Number of Computers

Response: 80

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

Response:

- **Trinity Institute of Management and Research(TIMR), Pune** offers two years full-time MBA program affiliated to **Savitribai Phule Pune University (SPPU)** and approved by **AICTE**.
- TIMR adopts a **systematic process** to make the curriculum more effective. Curricular and Co curricular activities are planned in advance, that commensurate with SPPU and TIMR academic calendar.
- We have half-yearly **semester pattern** in which 15 weeks are for **teaching (theory and practical)** and 5 weeks for **assessment**. This is cognizance with the SPPU syllabus structure and guidelines.

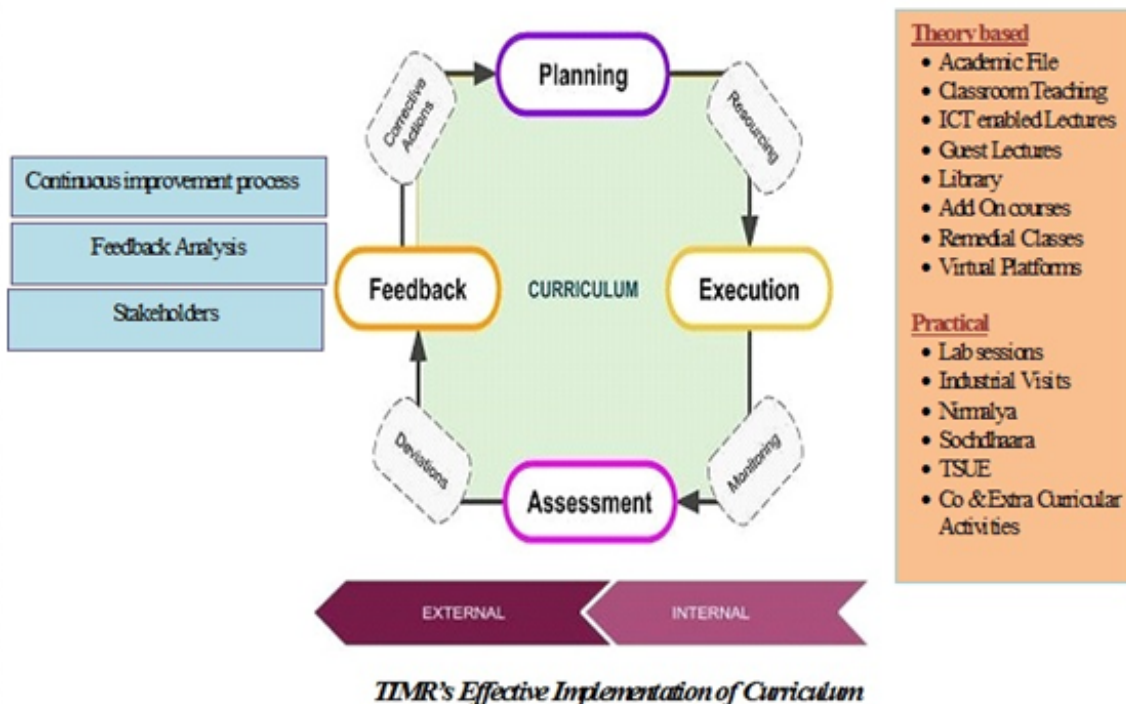
Action Plan:

- **Institutional Academic calendar** is prepared with reference to the university academic calendar. It includes teaching plan dates, internal exam dates, university exam dates, semester commencement and conclusion dates.
- **Director & Academic coordinator** conducts staff meeting to review the syllabus given by University. Work Load is given to the staff by considering their competencies and their specialization as well as area of interest.
- The **subject allocation to faculty** is done well in advance so that the faculty can study the subject, prepare course file, subject notes, PPTs, Question bank and other study material.
- Time table is prepared in consideration with guest lecturers /workshops /industrial visit for students.
- **Teaching plan** prepared by each faculty member of their respective subjects. Strict adherence to the academic calendar, time table and teaching plan is monitored by academic coordinator and IQAC. Expert lectures, extra sessions are arranged as per the academic requirements. Daily attendance is recorded by the subject in-charge for respective subject lecture.
- **Events/Activities/ Academic work** other than teaching are distributed to respective staff by considering their efficiency and area of interest.
- **Book requirement** is given to the library semester wise, Institute avails the required books before the start of semester to refer to staff and students.
- In case of **project allocation** for MBA students, a standard process is followed. Projects are allocated to faculty as per their area of specialization, experience. Project progress is timely monitored through guide-student discussions. Individual and team efforts are taken into consideration.
- The **Mentors** makes sure that the attendance of his/her allotted mentees is above a certain set threshold. Internal (PAT and Prelims exams) are conducted before the University examination in the same format as that of University.
- **Action deployment is done as per following aspects: :-** At the beginning of the academic year

Academic Planning Committee conducts the meeting to discuss the academic calendar, time table, industrial visits, expert lectures and the course file of the faculty.

- **Continuous progressive assessment** with respect to online exam, internal exams/ assignments is monitored by respective faculty. Syllabus covered before internal exams and University examination is reviewed by APC / IQAC. Project work and its progress are reviewed by respective guides.

1.1.1 – CURRICULUM PLANNING AND IMPLEMENTATION



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

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

- The Institute strongly trusts on transparency in its functioning. The institute has a well-defined standard operating procedure to develop the teaching plans and it follows a well-defined academic calendar.
- To make it practice a committee consisting of Director, Academic Coordinator, Controller of Examinations, class coordinator of MBA I & II Year, time-table in charge prepare the academic calendar well in advance before the commencement of academic year.
- The academic calendar is designed in line with the affiliating SavitribaiPhule Pune University's academic calendar and takes into consideration the holidays and vacation, feedback of previous year programs.
- The academic calendar shows the start and end of each semester stating various activities to be conducted.
- Internal (PAT (Progressive Assessment Test) and Prelims exams schedule, SIP(Summer Internship Program)& Dissertation Viva- Voce, result display and the tentative schedule of external evaluation.
- Institute has own pattern of internal examination like PAT, Prelim examination, assignment. As per teaching plans, each teacher takes a liberty to prepare PAT / MCQ / Prelim question papers and assignments of their subjects as per completion of syllabus in the lectures.
- The Institute conducts internal evaluation as per the SPPU rules / guidelines.
- Preparation of academic calendar immensely contributes to achieving this. The academic calendar helps as a source of information and planner for students, faculty, staff, and other stakeholders of the institute.
- It encompasses all the processes of the institute such as, the student section, academic, co-curricular and extracurricular activities.
- The institute has built in mechanisms to ensure syllabus completion and conduct of CIE within the time frame and accordingly the various measures are taken.
- Remedial sessions are conducted on sunday by faculty members as and when required.
- IQAC ensures strict adherence to academic calendar and conduct of CIE by monitoring activities.
- The status of checkpoints and gaps identified in monitoring are conveyed to the Academic Planning Committee for the necessary implementation.

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

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

- 1. Academic council/BoS of Affiliating university**
- 2. Setting of question papers for UG/PG programs**
- 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses**
- 4. Assessment /evaluation process of the affiliating University**

Response: B. Any 3 of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document
Any additional information	View Document
Link for Additional information	View Document

1.2 Academic Flexibility

<p>1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</p> <p>Response: 100</p>														
<p>1.2.1.1 Number of Programmes in which CBCS / Elective course system implemented.</p> <p>Response: 1</p>														
File Description	Document													
Minutes of relevant Academic Council/ BOS meetings	View Document													
Institutional data in prescribed format	View Document													
Any additional information	View Document													
Link for Additional information	View Document													
<p>1.2.2 Number of Add on /Certificate programs offered during the last five years</p> <p>Response: 5</p>														
<p>1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">2019-20</th> <th style="width: 20%;">2018-19</th> <th style="width: 20%;">2017-18</th> <th style="width: 20%;">2016-17</th> <th style="width: 20%;">2015-16</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">0</td> <td style="text-align: center;">2</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> </tbody> </table>					2019-20	2018-19	2017-18	2016-17	2015-16	3	0	2	0	0
2019-20	2018-19	2017-18	2016-17	2015-16										
3	0	2	0	0										

File Description	Document
List of Add on /Certificate programs	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document
Any additional information	View Document
Link for Additional information	View Document

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 76.78

1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
131	172	86	75	72

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

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

Response:

- The cross-cutting issues of gender, environment and sustainability, human values and professional ethics play an important role in overall student development.
- TIMR(Trinity Institute of Management & Research,Pune) understands the responsibility of creating future leaders through the integration of various cross cutting issues. Though the institute follows syllabus prescribed by Pune University,
- TIMR tries to blend various cross cutting issues through co-curricular and extracurricular activities in more effective manner.

Professional Ethics

- Professional ethics is vital for the success in the modern world, taking this into consideration TIMR strives to inculcate business and professional ethics amongst the MBA students.
- As a part of curriculum MBA students undergo internship in the transition period from 1st year to 2nd year and dissertation in the last semester of MBA.
- They undergo on the job training and hence understand the professionalism of the corporate or business world.
- TIMR makes sure that from time to time students receive sessions on corporate values and ethics on various aspects of business through additional credit course -Skill Development& Soft Skill.

Gender

- Institute has its own Women Grievance Committee and Internal Complaint Committee who looks into the problems of a girl student and regarding academic and personal.
- Both committees consist of one chairman and 4 teaching and non-teaching female members and 2 students.
- Women Grievance Committee is stringent and proactive about the safety and wellbeing of its female faculty staff and students.
- Women Safety Awareness Program were conducted by the Institute to ensure awareness about gender equity and safety.

Human Value

- Human values—such as interdependence and indivisibility, equality and non-discrimination, participation and inclusion, and accountability and rule of law are taken into consideration and taught to the students through various case studies, role plays, group activities and outdoor activities.
- SavitribaiPhulePune University has prescribed additional credit course related to human values like- Human Rights I & II.
- The college conducts various programs on human value to provide awareness among students. These are
 - Blood Donation Program
 - SwachhBharat
 - Marathi SavrdhanPandharwada
 - Gandhi Jayanti
 - Heritage visit

Environment and Sustainability

- For the better understanding of environment and sustainability amongst students, as a part of extracurricular activities TIMR organizes many activities related to environment and sustainability.
- Following measures are taken in college
 - Waste water is used for watering green areas.
 - Use of email, whatsapp official group, SMS etc. used which reduces paperwork.
 - Jal Shakti Abhiyan is conducted in campus.
 - Tree plantation and natural environment awareness informative board display.
 - Nirmalya collection is done.
 - Road Safety.
 - Traffic awareness Program.

- Use of central switch and informative boards are displayed for conservation of electricity.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View Document
Any additional information	View Document

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 23.17

1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
05	06	06	06	06

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Any additional information	View Document

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

Response: 21.13

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

Response: 30

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni

Response: D. Any 1 of the above

File Description	Document
Any additional information (Upload)	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback process of the Institution may be classified as follows: Options:

- 1.Feedback collected, analysed and action taken and feedback available on website
- 2.Feedback collected, analysed and action has been taken
- 3.Feedback collected and analysed
- 4.Feedback collected
5. Feedback not collected

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
Upload any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 55

2.1.1.1 Number of students admitted year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
33	115	77	66	39

2.1.1.2 Number of sanctioned seats year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
120	120	120	120	120

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 29

2.1.2.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
10	7	26	31	13

File Description

Document

Average percentage of seats filled against seats reserved

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

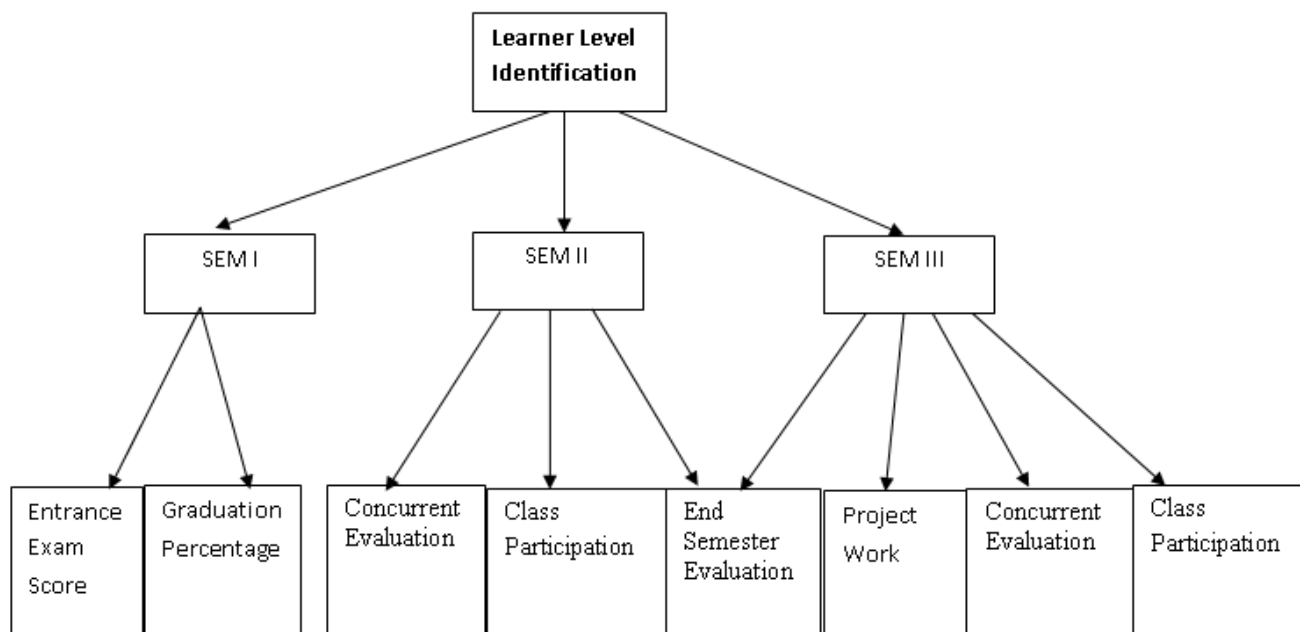
- The Institute is committed to encouraging teaching-learning environment for all types of students.
- The Institute provides equal opportunity for quality education for students from diverse backgrounds, which help to enrich themselves and make them competent management professionals.
- The Institute assesses the learning levels of the students and organizes programs and activities for different levels of learners.

Institute collects and analyzes the data and information on the academic performance of the students at the risk of drop is as follows:

- During admission process, detail information of every student is collected (students from the disadvantaged sections of society, physically challenged, economically weaker sections) Mentees are equally distributed among the mentor who maintains all record of students.
- Mentor-Mentee meetings are conducted on regular basis.
- The records of results of internal examinations viz., Assignments, objective tests/PAT-Prelim, attendance are maintained by the institute.
- University exam result analysis is available with institute which helps in getting the academic performance of students in preceding examination Special attention to slow learners resulted in improvement of students to higher level.
- Teachers keep boosting up the confidence of slow learners and give them full academic support.
- A study material, syllabus, question bank, question papers, assignments are provided to the students. Teacher provides notes to understand the contents easily.
- The Institute arranges remedial lecturers for slow learners for difficult subjects.

The institution identifies special educational/learning needs of advanced learners as follows:

- Earlier in MBA, the advance learners are identified by their MH-CET and graduation marks.
- To identify advanced learners classroom participation and interaction is used as one of the basis.
- Students are provided with special responsibilities like class representative, student coordinator for different committees so that they can develop leadership quality.
- They are given the task of organizing various activities with guiding support of the faculty.
- They are guided and supported to participate in various competitions and technical events organized at institute to exhibit their performance.



File Description	Document
Upload any additional information	View Document
Past link for additional Information	View Document

2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)	
Response: 11.83	
File Description	Document
Any additional information	View Document

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	
Response:	
<ul style="list-style-type: none"> • The Academic Calendar is prepared by the Academic committee in consultation with the faculty members and the Director. It is published on the website before the beginning of the academic session every semester and provides a plan for the students and teachers. A copy of the teaching plan is submitted to the Academic committee and Director for their suggestions and approval. • A Timetable is prepared semester wise and is displayed on the notice board. 	

Experiential learning

- TIMR has adopted student-centric methodology. Institute teaches concepts of various courses and provides students with an opportunity to understand its applications through experiential learning.
- The main motive is to get them out of student mode and plunge into the corporate mode. Summer Internship Projects and Dissertation are pursued by TIMR for experiential learning.
- Group presentations are encouraged as all this improves listening skills, helps students look at the problem holistically, teaches students to work effectively in teams and helps students propose solutions acceptable to all members of the team.
- Case studies wherever appropriate are used in the curriculum.

Participative Learning

- Institute uses Participative Learning to encourage students to actively involve them in learning process. It is based on learning so that students learn from each other's ideas & experiences.
- The Faculty members are encouraged to attend/participate in FDP, Conferences, Workshops and Seminars to facilitate learning in new areas of study.
- Guest lectures are organized from the industry so that the students and Faculty get a practical exposure of the industry and the market.
- Local visits to industries are organized every year to expose the faculty and students to the world outside.

Problem solving Methodologies

- Institute uses Problem solving Methodologies such as case studies, student research papers, assignments, summer internship projects etc.
- Student should learn to identify problems and use innovative thinking to solve problems faced by the business organizations.
- Such activities include - Case Analysis and Discussions, SIP, Survey, Industrial visit, Desk research, Industry Analysis - Desk Research (Its one of the subject), Enterprise Analysis - Desk Research etc.

File Description	Document
Upload any additional information	View Document
Link for additional information	View Document

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

- Information & Communications Technology (ICT) enabled teaching methodologies and advanced technology is being followed by the faculty members in class rooms.

- Integration of Information, Communication, and Technology (ICT) in education refers to the use of computer based communication that incorporates into daily classroom instructional process.
- In conjunction with preparing students for the current digital era, teachers are seen as the key players in using ICT in their daily classrooms.
- Institute is having excellent infrastructure in the form of ICT enabled classrooms for making teaching more comprehensive.
- Sufficient numbers of well equipped classrooms are available for compulsory and specialized subjects such as Subject Core, Generic Core, Generic Elective Institution level, and Generic Elective University Level etc.
- Separate PC is offered to each faculty member which is equipped with multimedia, software and all time internet facility to make teaching more interesting and comprehensive.
- The PC for Students is provided in the ratio of 1:4, to get the knowledge, prepare PPT and do the desk research projects given by the faculty.
- The faculty members use ICT enabled modern teaching methods. All the faculty members use PowerPoint slides while teaching.
- The faculty members show videos and movies for making education more interesting.
- The library has many e- resources like DELNET, e-journals, databases, e-books etc.
- The Institute has Language Lab for improving English communication skills.
- Classrooms with Information and Communication Technology (ICT) facility:
- The institute is equipped with smart classrooms having facilities like projectors for presentations, audio visuals etc.
- All the computers are connected by Local Area Network (LAN) where faculty members can access their presentations, videos etc.
- Internet facility is available in all Computer labs to utilize web resources for teaching learning.
- The campus has Wi-Fi connectivity and high speed (32Mbps) Internet facility.
- Facilities like Wi-Fi and internet keep students connected to huge knowledge database available online.
- Students are also encouraged to give presentations in the class by using these means and tools.

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View Document

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 15.78

2.3.3.1 Number of mentors

Response: 9

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years	
Response: 1360	
File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)					
Response: 17.92					
2.4.2.1 Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years					
	2019-20	2018-19	2017-18	2016-17	2015-16
	5	4	1	0	1
File Description	Document				
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	View Document				
Any additional information	View Document				

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest

completed academic year in number of years)

Response: 3.2

2.4.3.1 Total experience of full-time teachers

Response: 38.42

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

At TIMR, the mechanism of internal assessment is transparent and robust in terms of frequency and variety. The Institute follows the guidelines of Savitribai Phule Pune University.

The mechanism for internal assessment is as follows.

- For 'Concurrent Internal Evaluation (CIE)' the Institute uses 3 components of 10 marks each for Full Credit Course and 3 components of 20/20/10 marks each for Half Credit Course.
- Both Summer Internship Project and Dissertation are evaluated internally by Institute and externally by University appointed expert panel through viva-voce. For their internal evaluation 50% marks are given by guide and 50% marks are given by internally appointed expert panel through viva-voce.

The internal assessment system followed by the Institute is transparent.

- The Institute refers academic planning committee which includes internal assessment schedule.
- The faculty members make the students aware about the internal assessment system w.r.t. their courses in the beginning of the semester.
- The evaluation schedule of internal assessment is clearly communicated to students through notices & time to time announcements and reminders by the faculty members. The notices are displayed on the notice board and circulated through social media Groups and Academic Updates are sending through email.
- The internal marks are displayed on the notice board. Students are allowed to meet and discuss with respective faculty members their performance in internal assessment and also clarify queries, if any.
- The internal assessment system of the Institute is robust.
- The Internal Exam Head is appointed by the Director to conduct the Examination at the institute

level.

- The confidentiality is maintained as in the Question Papers are sealed and kept under custody of Internal Exam Head
- Variety in Internal Assessment:
- Case Study
- Presentation
- Assignment
- MCQ's
- Project
- PAT and Prelim etc.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient

Response:

- The continuous evaluation of students is carried out by faculty in terms of theory lectures, internal tests, assignments etc.
- The assignments are allotted based on defined parameters and displayed on notice board. Query if any is discussed with subject teacher and Head of Institute.
- The institute appoints a Senior Supervisor who controls all the examinations, displays schedules, instructs to the students for smooth conduction of examinations.
- Secrecy of the question paper is been taken care by the CEO before the examination for smooth conduction of examination.
- If students are facing any problems, they are solved by Senior Supervisor in coordination with Institute examination officer appointed by the Institute.
- The grievances during the conduction of internal examinations are considered and discussed in consultation with the director.
- Examination online form filling, exam seats allotments, results, photocopy, revaluations etc. are coordinated by office superintendent to University.
- The result queries, printing mistakes of mark sheets, corrections if any are handled at University examination section after forwarding such quires through the Institute examination section.
- Any queries of students during online examinations are communicated to the SPPU immediately and get clarified to satisfy the student who is appearing for online examinations.
- The same policy is also adopted for University theory examination. The queries related with errors in mark sheets, evaluation, photocopy are totally handled by University in which the role of institute is to inform the students about the circulars related to same and to take the follow up with SPPU till the student satisfies.
- Institute has well established and defined processes relating to evaluation – examination grievances redressal.

- These processes based on the type of grievance are – Internal marks evaluation - Such grievances are referred to the Director through Institute Examination Officer (CEO).
- Concerned subject teaching faculty and Mentor resolves the grievance based on documentation. Class test, PAT and Prelim examinations evaluations.
- The complaints of such examination evaluations are resolved by respective subject teacher,CEO and Head of the Institute.
- University also has set process of grievances redressal. It is adopted and executed at Institute level too.
- This includes – Theory examinations.
- The queries and compliant about this evaluation are recorded by examination section of the Institute and submitted to University for corrective action.
- These corrective actions are normally re-evaluation, re- checking, providing photocopy of answer sheet to the student etc.
- At University level, students can apply for verification, revaluation and for photocopy of answer book.
- The University examiners re-verify, re-assess the answer books and the revised marks if any, are sent to the institute which are communicated to the Institute examination department and to the student by students section within stipulated time period.
- Further institute has taken following measures for the effective implementation of the evaluation reforms introduced by the University.
- Online examinations: The effective implementation of the online examination is ensured by way of display of online examination timetable, appointment of eligible internal supervisors and use of CCTV cameras for monitoring of online examinations.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

Trinity Institute of Management and Research offers two years full time program of Masters in Business Administration (MBA) affiliated to SPPU Pune University. The Curriculum and Syllabus comply with outcome based education. Each course in the program demonstrates different outcomes and they are mapped with Pos and PSOs

MBA POs

PO1	Generic and Domain Knowledge
PO2	Problem Solving & Innovation

PO3	Critical Thinking
PO4	Effective Communication
PO5	Leadership and Team Work
PO6	Global Orientation and Cross-Cultural Appreciation
PO7	Entrepreneurship
PO8	Environment and Sustainability
PO9	Social Responsiveness and Ethics
PO10	Life Long Learning

MBA PSOs

PSO1	MBA graduates shall acquire rational decision making and professional ability through the multidisciplinary knowledge and skills.
PSO2	Students will be proficient in their area of specialization
PSO3	Students will attain required business expertise and become socially responsible citizens.

The above said is displayed through

TIMR Website

Course Files

Notice Boards

The realization learning outcome is judged through students participation and performance.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	View Document
Upload any additional information	View Document
Past link for Additional information	View Document

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

Trinity Institute of Management and Research (TIMR) consider direct and indirect methods to calculate attainment level. Different methodologies such as classroom teaching, case studies, projects etc. are used to teach courses. Each subject is designed with specific course outcome. The course outcome is mapped with program outcome and program specific outcome. Students' performance is evaluated by various concurrent evaluation methods such as MCQs, assignments, attendance etc. University examination result is also considered for the attainment of COs. The external and internal evaluation data is considered for the attainment level of course outcome and corresponding program outcome.

Attainment Methods of Cos and POs

Direct Method :- This is carried out through internal and University examination. Marks obtained by the students in internal and university examinations are considered for attainment of each course.

Indirect Method:- It is carried out through course exit survey.

Example

Direct Attainment CO -ESE

Course Outcome	CO104.1	CO104.2	CO104.3	CO104.4	CO104.5	CO104.6
Target Level	40%					
%>=Target	70%					
Attainment Level	3	3	3	3	3	3

Direct Attainment CO -CCE

Course Outcome	CO104.1	CO104.2	CO104.3	CO104.4	CO104.5	CO104.6

Target Level		50%								
%>=Target		83%								
Attainment Level		3	3	3	3	3	3	3	3	3
Type of Course	Generic Core	Name and Code of Course		GC104 BRM				Credits		3
PO Attainment -Direct										
Cos	Overall Attainment	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO104.1	2.8	2.8								
CO104.2	2.8	1.87	1.87							
CO104.3	2.8		2.8	1.87				1.87		
CO104.4	2.8		1.87	1.87				1.87		
CO104.5	2.8		1.87	2.8				1.87		1.87
CO104.6	3		3	2				2		2
Average		2.34	2.28	2.14				1.90		1.94

Assessment Tools

Methods	Tools
Direct	Assignments
	MCQs/Internal Exam
	University End Semester Exam
Indirect	Survey
	Feedback

Curriculum assessment and evaluation are the major tools for POs and COs attainment

Deviation of attainment of POs & COs is corrected by following:

1. Modification in content delivery & assessment method
2. Revised attainment targets.

File Description	Document
Upload any additional information	View Document
Paste link for Additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 77.73

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

2019-20	2018-19	2017-18	2016-17	2015-16
103	44	35	33	78

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

2019-20	2018-19	2017-18	2016-17	2015-16
105	59	50	48	101

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View Document
Upload any additional information	View Document
Paste link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.35

File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document
Upload any additional information	View Document

NAAC

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, Chairs in the institution during the last five years (INR in Lakhs)

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description

Document

List of endowments / projects with details of grants

[View Document](#)

e-copies of the grant award letters for sponsored research projects / endowments

[View Document](#)

Any additional information

[View Document](#)

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 0

3.1.2.1 Number of teachers recognized as research guides

File Description

Document

Institutional data in prescribed format

[View Document](#)

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 100

3.1.3.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	1	1

3.1.3.2 Number of departments offering academic programmes

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	1	1

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Any additional information	View Document
Paste link to funding agency website	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

Our institution has taken various initiatives for creation & transfer of knowledge to the M.B.A. students which expose them to the latest knowledge applications in their field. Our students also have project work according to the curriculum which helps them to get basic applied knowledge. There is separate Start Up Cell established with well defined goals& objectives to give assistance for students who desire to be job given rather than job seekers. They act as role models for other students and kindle the entrepreneurship. The variety of product or process ideas and the execution plans in their minds need a proper platform for the systematic processing and progression towards a viable innovation, which has been provided by the institute. It contributes not only towards their employment but also towards the contribution to the society or nation in form of the employment and solutions to the unsolved problems of the society.

To transfer knowledge and innovation Institution has taken different initiatives like

Knowledge Sharing Session Activity (KSSA)

Knowledge sharing is an activity through which knowledge (namely, information, skills, or expertise) is exchanged among Faculty members and students. Although knowledge is commonly treated as an object, it is more appropriate to teach it as both a flow and a thing. Knowledge as a flow can be related to the concept of tacit knowledge. While the difficulty of sharing knowledge is in transferring knowledge from one entity to another, it may prove profitable for organizations to acknowledge the difficulties of knowledge transfer, adopting new knowledge management strategies accordingly.

At TIMR KSSA gives a platform to the students to collaborate with their designated Faculty member and present a topic of their choice and liking to the audience. This enables everyone to learn something new or have a discussion about the trends prevalent.

TSUE - To give exposure and practical experiences of the budding entrepreneurs of different backgrounds, the students are taken to meet Entrepreneurs at their home grounds to spend a day with them and learn about the subject. As a management institute offering professional programs such as MBA Institute has shaped an eco-system between academics and practical implementation of the gained managerial knowledge through curriculum by starting Trinitian Start up Cell.

Sochdhaara – Let Research: This is the latest innovation at TIMR. The only thing that is constant in Academics is Research. The changing times bring with them demands for new ideologies, new concepts and actions to enhance the thought mobility of students as well as Faculty. Sochdhara aims to develop and enhance the urge to research in its students. Human being is inquisitive by nature. So are the students. The only difference being that for students research as a word is not a very promising activity, and that ideology needs to be revamped. Through Sochdhara, the awareness amongst them shall be built as to research being a part of their daily lives.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 8

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

2019-20	2018-19	2017-18	2016-17	2015-16
3	1	3	1	0

File Description	Document
Report of the event	View Document
List of workshops/seminars during last 5 years	View Document
Any additional information	View Document

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years	
Response: 0	
3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years	
3.3.1.2 Number of teachers recognized as guides during the last five years	
File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
URL to the research page on HEI website	View Document

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years				
Response: 0.51				
3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.				
2019-20	2018-19	2017-18	2016-17	2015-16
4	3	0	0	0
File Description	Document			
List of research papers by title, author, department, name and year of publication	View Document			
Any additional information	View Document			

3.3.3 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: 0.44				
3.3.3.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years				
2019-20	2018-19	2017-18	2016-17	2015-16
1	0	5	0	0

File Description	Document
List books and chapters edited volumes/ books published	View Document
Any additional information	View Document

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

The institute has conducted various activities through involvement of its students and staff for the benefit to the society. The students get a wonderful platform to involve with each other and learn more about culture, traditions and values of people. Under the extension activities our management students learn the Teamwork, Leadership Skills, Time Management, Effective Communication Skills and Effective Decision Making. Institute involves the faculty and students in community network. This helps the students to learn ethical values and understand their responsibilities and develop them holistically. The institute is engaged in social activities with the help of the students like:

- Road safety awareness program – students volunteer to help Traffic police to regulate the traffic during the Ganesh Festival days. Help others to help ourselves is the mantra followed at TIMR
- Blood donation camps –every year on 24th January Blood Donation Camp is organized and students and staff take active participation in the same.
- Tree plantation – this activity is regularly undertaken at TIMR denoting our congruence with the environment and its concerns.
- Swachh Bharat abhiyan and Nirmalaya Collection – Nirmalaya Collection is done by the students and faculty together by visiting various colonies and collecting the biodegradable waste and bringing it to the college to further process it into organic fertilizers in the campus compost Pit.
- “Eco friendly Ganesh visarjan” - Keeping in the spirit with a Clean Environment and Green Environment, Eco Friendly Ganesha and its rituals are performed at the College.
- Nirmalya Collection Activity - TIMR undertakes the social activity of Nirmalya Collection every year towards the end of the Ganesh Festival. The students alongwith the designated faculty are sent to an earmarked area in the vicinity of the Institute where they visit the dwellings and collect Nirmalya. The collections are then brought to the Institute wherein they are then segregated. While edibles such as coconuts and fruit are distributed amongst the needy, the other material such as compost flowers, leaves and other biodegradable waste are taken to the compost pit on the campus.
- Women Empowerment sessions – Sahasi, Self Defense, Confidence Building, Career growth and plans – such sessions are conducted by the college for the empowerment of the women.

Through these activities our students get socialized and learn to think beyond individual interests and for social welfare. Our institution is always encourages to faculties and students to follow social responsibility to makes them socially responsible and teaches them the values, responsibilities and ethics which are essential to be a good citizen.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 0

3.4.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 year	View Document

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 24

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

2019-20	2018-19	2017-18	2016-17	2015-16
6	7	4	4	3

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document
Any additional information	View Document

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 53.88

3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
87	76	69	57	77

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document
Any additional information	View Document

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 0

3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
e-copies of related Document	View Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	View Document
Any additional information	View Document

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 5

3.5.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
01	01	01	01	01

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document
Any additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

- Trinity Institute of Management & Research (TIMR), Pune is a Preeminent college affiliated to Savitribai Phule Pune University.
- The institution has upgraded with the latest technology to facilitate teaching learning process.
- It strictly follows all rules and regulations laid down by AICTE/DTE/University relating to the creation and enhancement of infrastructure and other facilities.
- It has given its highest priority to effective teaching learning process.
- It reviews all the infrastructure facilities like human resources, IT resources, purchase and maintenance of LCD, computer, printer, library resource, internet facilities, sports facility, canteen, sanitation facility and power backup facility etc. before the academic session begins.
- The classroom & other infrastructure are optimally utilized from morning 9:00 a.m. to evening 4:30 p.m. (Mon to Sat). The academic timetable is made such that all the infrastructure and technical facilities are occupied all the day.
- TIMR has an Infrastructure committee, chaired by its in-charge faculty, the committee assembles before the commencement of semester and reviews the infrastructural shortfall felt in the last semester.
- The proposal of this committee is forwarded to thr Director through in-charge.
- Director, after deliberation, prepares a proposal of the relevant requirement and put forward it in the College Development Committee meeting of the trust for considerations, approval and implementation/ procurement.
- The institution is having central computer center with internet connection. It is having reading hall with good ventilation.
- The institute has well defined process for creating, maintainig and enhancing the infrastructural facilities.

The institue maintains infrastructure and facilities as follows,

1. Provide all necessary infrastructural facilities well in advance for better teaching & learning process. The requirements from all are collected according to increased intake or change in syllabi and these requirements are forwarded to GB through CDC for approval.
2. Carry out the smooth functioning of a computer lab, preventive maintenance is carried out before the commencement of the semester.
3. Provide all necessary systems in library such as Internet, Wi-Fi & other E-resources for easy access to all the resources.
4. All the classrooms are ICT equipped classrooms.
5. Provide seminar hall & auditorium with all the facilities like Wi-Fi, Internet for smooth conduction of the events like seminar, guest lectures, conference, etc.
6. Provide facilities like library, reading hall and computer labs.
7. Provide tutorial rooms for conducting remedial classes and discussion among small groups.
8. Make the lab space with appropriate size of doors and windows for moving equipment and proper

light & ventilation respectively.

9. Provide electricity to meet specific needs of the practical work to be conducted.
10. Maintain circulation space for accommodating the dynamic needs of ever increasing number of students.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.2 The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

Response:

Education is a broad concept that not only consist four walls of classroom but also fosters all around development of a student. All round development means social, physical, moral & intellectual development.

When students are physically fit, they can achieve more academically. The institute aims to produce physically & mentally fit managers. A highly enriched extracurricular schedule is planned and implemented to ensure the overall growth of its students. For the all-round development of the students, the institute encourages the students to participate in various sports/tournaments at the university and state level, cultural activities etc.

Sports:

To nurture the talents of students in different fields and for their all-round development, a large number of sports activities are conducted to shape their personality, health and fitness.

The institute provides facilities for both indoor and outdoor games to the students. A full-fledged stadium is planned on playground of KJEI campus.

Every year at the time of KJ Youth Fest, Sports Event “Maidan” is conducted at campus level in which all the institutes participate with healthy competition.

1. **Outdoor Games:** A spacious playground is available for outdoor games like Cricket, Football, Volleyball, Basketball, etc. These play grounds are shared by all the institutes of KJEI. Sports material is shared with TAE.
2. **Indoor Games:** The institute also has an indoor area for playing Chess, Table Tennis, Carom and Badminton, etc. There is space shared with TAE for smooth conduct of all indoor games. Sports equipment is made available to students as per requirement.
3. **Gymnasium:** The institute has a gymnasium facility for students to strengthen their physical & mental ability. The mental benefits help students to adopt a healthy lifestyle. It will also help them to take wise decisions about their wellbeing, safety, health and provide flexibility & coordination.

Many studies say that some physical activities are collaborated with high concentration & composed behavior. Physical exercise can help to reduce stress level. The physical exercise involved in gym results in production of endorphin in the brain. These are the “feel good” hormones that improve mood and outlook. A well-equipped gym and Yoga hall is shared with TAE.

4. **Cultural Activities:** Institute encourages all the cultural activities like Dance, Drama, Singing and Instrument playing, etc. To bring out the hidden talents of the students and for getting tremendous exposure in interpersonal skills, team spirit, time management and delegating, the students are encouraged to participate and arrange various cultural activities. Every year an annual event KJ Youth Fest “Malhar” is conducted where the students participate actively and enthusiastically in various competitions like singing, dancing, fashion show, etc.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 0

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 0

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	View Document
Upload audited utilization statements	View Document
Upload any additional information	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

Integrated Library Management System is used for managing the functions of library. The Institute's Library is partially automated with System for Library Information Management (SLIM 21) Software with Version 3.0.0. from year 2011. SLIM 21 is integrated multi-user, multi-tasking, user friendly software. SLIM 21 cataloguing adheres to popular international standards. The automation of library has made functioning simpler, convenient, efficient and effective. It is commercial software purchased from Algorithms Consultants, Pune. The vendor provides online & offline support for any problems, proper backup and maintenance & up gradation of software during annual maintenance contract period.

Library is automated and following modules are used.

- Cataloguing & Acquisition System: This module is used to add catalogue entries, to view monthly accession register entries, to browse by title, by author, by subject, by classification number etc. Reports related to cataloguing are generated like accession register, title with copies, year wise accession etc.
- Circulation System: This module is used for daily transactions. It has books issue, return and reserve options. Barcode technology is used for issue/return. It is possible to set different rules for different users in this module. Book Bank facility is given to the students. Lending policy for Book Bank facility is different and it is maintained through circulation module. Various reports such as borrower wise loan, accession no. wise loan, overdue loans, item inventory status, circulation status summary, item transactions and operator wise transactions can be generated in this module. Barcode, spine labels are generated through this module making library work effective and efficient.
- Serial Control System: This module is used to maintain the record of print journals to trace subscribed issue in the library. Expected arrival of issue can be generated. Reports like recent issues, issues not received and renewal subscription are generated through this module.
- Web OPAC: Online Public Access Catalogue facility is available to students and faculties wherein they can access the Library catalogue from their desks. Library collection can be searched through OPAC.
- SLIM 21 software provide statistical analysis required for library management like weekly transactions, most issued items, less issued items, reference books etc.

The Institute's library is a knowledge repository. It has collection of books, journals, newspapers, magazines, project reports etc. It has digital library facility where students can access e-resources like DELNET. Remote access facility is also provided to the students. It has collection of e-books. Institute is a member of NDL. The library has a spacious reading hall. Library provides various services to the users like Circulation, Book Bank Facility, Reference Service for Syllabus, Old Question Papers, Project Reports, e-Library Facility & Online Public Access Catalogue, etc. Business Standard newspaper is given to the students on daily basis. Automation of library has made it an efficient and effective learning resource centre.

File Description	Document
Upload any additional information	View Document
Paste link for Additional Information	View Document

4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

Response: E. None of the above

File Description	Document
Upload any additional information	View Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	View Document

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 0

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 12.34

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 19

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Institute has its IT policies to support and facilitate the teaching, evaluation, research and administrative functions of the institute through an e-managed environment, providing a wireless, high speed network, secured from intruders, with regular data backup and recovery techniques along with software and updated highly refined servers for better performance and flexibility. The computer labs are equipped with technology and are available for all the students. Whenever needed library software or other software are upgraded for better performance.

The institute's IT policy encompasses the following:

- Ensure seamless connectivity to all users in the campus
- Enforce secure and authenticated accessibility
- Support administrative and academic activities of the institution
- Provide accurate and transparent campus management
- Timely back-up and storage system

Institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities

1. System Admin and lab in-charge review the condition of the computers in the Institute and decide the type of up gradation required.
2. Certain jobs like minor repairing in a breakdown etc. are done in-house from time to time.
3. Major breakdowns are taken care speedily.
4. Library software has also got updated in better version.

The institution judiciously plans future strategies for IT up gradation as detailed below:

1. Enhancement of e-learning and e-transactions facilities.
2. Launching a paperless campus project.
3. To enhance internet bandwidth.
4. To upgrade learning resources such as library, digital library, e-journals, internet and Wi-Fi facilities, CCTV for academic surveillance.
5. New acquisition for additional servers, switches and UPS will be procured as per their requirement.
6. Encourage the faculty and students to use open source software to increase computer-student ratio.

Provision for procurement, up gradation and deployment in the Institute.

The budget is allocated for procurement, up gradation, deployment and maintenance of the computers and their accessories in the institution.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 1.78

File Description	Document
Upload any additional information	View Document
Student – computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: E. < 5 MBPS

File Description	Document
Upload any additional Information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 4.79

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)

2019-20	2018-19	2017-18	2016-17	2015-16
1.71	3.90	7.54	0.33	0.14

File Description	Document
Upload any additional information	View Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View Document
Audited statements of accounts	View Document

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

The institute follows definite system for optimal utilization of physical facilities. Physical facilities include classrooms, tutorial rooms, computer labs, library etc. These all physical facilities are made available for the students & staff. As a teaching learning process, the college allocates the budget for the maintenance of classrooms & labs on yearly basis. All the facilities are optimally utilized by both staff & students. Cleaning of classrooms, labs, library & other physical facilities is taken care by housekeeping staff. The college has adequate number of computers with internet connection & other useful software at different locations like classrooms, office, faculty room & library etc. Every system is protected with a username and password, individual login identities are provided to students and faculty to access the internet facility. Faculty & students can also use Wi-Fi facility. Faculty members are provided with computers on their tables. The computers have been enabled with firewall for restricted access to the websites. Library has a computer system with LAN connection & updated with library software. There is separate budget allocated for library maintenance & up-gradation by the management.

All computers are provided with power backup for uninterrupted service. Resources for conducting online exams are available in the institute. The information security and network security are ensured through the firewall and to avoid risk in the information, the websites which promote unauthenticated activities are

blocked in the firewall.

Total bandwidth: 100 Mbps

1. **Computer-** The institute has computers which are used by Director, faculty, office staff, library & students. Computer laboratories are utilized for conducting online exams, desk research, Excel practical exam and SIP related work. Maintenance of these computers is done as and when required.
2. **Library-** The books in the library are arranged subject wise on the shelf. All collections are continuously updated like books, periodicals, journals and e- journals, student’s project report & dissertation reports. Older journals and project reports are stored in the library for reference. Repair and rebinding of damaged books is done on regular basis. Stock is checked and updated every year.
3. **Gymkhana & Sports-** Gymkhana facilities are shared with Trinity Academy of Engineering & Trinity Institute of Management & Research on same campus. This includes well equipped gym & yoga or meditation room. Sports ground is utilized by all the institutes which includes basket-ball court and cricket ground etc. The maintenance and cleaning work is done on the campus level. Indoor sports like chess & carom are played at TAE institute on sharing basis.
4. **Software:** Institute has application software, system software, anti-virus, Tally and library software etc.
5. **Furniture and electric equipment:** Furniture includes benches, tables, chairs, cupboards, filling cabinets, book racks, etc. The work of maintenance and minor repairs is done whenever required. Electric equipments are maintained & repaired as per requirement. The person employed for furniture repair is common in campus.
6. **Repairs to buildings:** Every year there is a provision in the budget for minor repairs such as plumbing, repairs to furniture and fittings etc. For the major repairs, procedure prescribed by KJEI is followed.
7. **Classrooms:** Classrooms and labs are utilized for conducting regular classes and practical. Classrooms are utilized for conducting remedial lectures; value added sessions and certificate program beyond college hours if required.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 33.08

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2019-20	2018-19	2017-18	2016-17	2015-16
36	45	41	46	52

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	View Document
Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)	View Document

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 0

5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Upload any additional information	View Document
Number of students benefited by scholarships and freships institution / non- government agencies in last 5 years (Date Template)	View Document

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Response: C. 2 of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 55.73

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

2019-20	2018-19	2017-18	2016-17	2015-16
83	69	76	67	78

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

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

Response: B. 3 of the above

File Description	Document
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 30.76

5.2.1.1 Number of outgoing students placed year - wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
27	18	14	10	32

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Details of student placement during the last five years (Data Template)	View Document

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 2.86

5.2.2.1 Number of outgoing student progression to higher education during last five years

Response: 3

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education (Data Template)	View Document
Any additional information	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 65.64

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

2019-20	2018-19	2017-18	2016-17	2015-16
02	08	02	00	01

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
03	13	02	00	01

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	View Document
Any additional information	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

Response: 2

5.3.1.1 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) year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
0	1	1	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	View Document
e-copies of award letters and certificates	View Document
Any additional information	View Document

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)

Response:

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/students representation on various bodies as per established processes and norms)

Trinity Institute of Management and Research(TIMR) aims for versatile development of students. The institution aim is to promote collective and constructive leadership within student community. Institute has student council to develop leadership qualities and sense of responsibility among the students.

A number of events are organized by the student under the guidance of faculty in charge student activities, like gravity, poster making, sports, blood donation camps, annual cultural fest, etc. Such an engagement facilitates overall grooming and the institute encourages all these co-curricular activities and actively supports them.

Cells such as Internal Quality Assurance Cell, Placement Cell facilitate student development under the mentorship of the respective faculty in charges.

The college has constituted various committees and student representatives are appointed in the same committees to carry out various academic and administrative activities.

Mentor mentee allotment and their regular meetings encourage students' engagement and participation in various activities.

The student representatives are nominated by the Director & Faculty members on committees such as, Anti ragging committee, Woman Grievance Committee, Grievance Redressal Committee, SC/ST Committee, Library Committee, Cultural committee, Sports Committee. Faculty members identify students in sports, cultural activities and motivate them to get involve in various activities.

TIMR encourages students' involvement in various bodies/committees of the institute

Anti-ragging committee:- Representative students help in creating awareness through various anti-ragging activities; students convey the message through skits, posters etc.

Grievance Redressal Committee :- Grievances related to academics, examination, documents, identity cards and library etc. are conveyed to the concerned authority and pursues till it gets redressed.

Internal Complaint committee :- This committee is formed especially to monitor problems related to female. Issues, if any related to harassment or grievance is handled by this committee.

Sports and Cultural Committee :- Students plan and execute the sports and cultural activities. It helps them in developing leadership skills, team work, conflict management etc.

Women's Grievance Committee :- This committee is constituted to promote healthy working environment for all female staff, students and faculty.

Infrastructure Committee:- This committee is constituted to provide excellent physical facilities and state of art infrastructure to the students and staff of institute.

SC/ST Committee: - This committee promotes higher education among SC and ST communities suffering economic, social and educational deprivations.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 1

5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	1	1

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	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 Trinity Institute of Management and Research, (TIMR) Pune firmly believes that involvement of alumni is to be earned and not expected. The institute rests its foundation on the principle that the students – institute take life long journey. The institute acts as facilitator; enabler for the alumnus. The institute has registered alumni association that aims to engage alumni with its various stakeholders, rather than just generating operational revenue. The institute is very well aware that the alumni are current and future leaders, influencers and change-makers. The institute understands that even alumni needs helps and support in all parts of life be it higher education, achievements, moral support, building community, networking.

The institute gives the alumni a platform wherein they can come, participate and share their experiences

success with the enrolled students and their teachers. The alumnus can relive the moments as students.

TIMR aims to leverage the expertise, access and reach of Alumni to the institute's development. The institute sends an invitation to the alumni to attend various events, induction program and participate in it. Alumni portray themselves as a role model and offers practical guidance to students as they start their studies, careers, business avenues.

TIMR has set goals and identifies success indicators to measure the impact of alumni engagement activities so that alumni engagement efforts are communicated and integrated into the larger initiative.

The institute is planning to show its appreciation by bestowing Alumni with "Distinguished Alumni Award", "Audacious Alumni Entrepreneur Award" in the upcoming Alumni Meets.

When alumni volunteer networks are officially organized, they benefit by having access to TIMR expertise and support in communications, marketing, event management, resources, and fundraising efforts. In order to ensure communications standards and best practices are adhered to, all official communication to broad groups of alumni will be coordinate with and approved by the TIMR. These communications include, but are not limited to greetings and appreciation, invitation for alumni meet.

TIMR aims to build connections between alumni and current students through induction program to foster a sense of community and continuity between generations. Institute is committed to a relationship of mutual contribution and benefit, confident that its effect will extend beyond any of our lifetimes.

All of these efforts establish a mutually beneficial relationship, acknowledging that past attendees and scholarship receipts participate in well-established networks and connect with a wider community of potential and influential stakeholders.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Response: E. <1 Lakhs

File Description	Document
Upload any additional information	View Document
Link for any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

Response:

Vision and Mission of the institute is futuristic in nature which satisfies the needs of society by providing quality education through leading-edge technology.

The Governance of institute plays important role to provide excellent infrastructure facilities and healthy teaching and learning environment to the students and faculty in order to implement the quality policy and plans.

1. Vision of the Institute

“To be a premier knowledge center of the nation for socio-economic development.”

1. Mission of the Institute

- *To provide education that combines rigorous academics with the joy of discovery through sustained efforts and dynamic strategies*
- *To provide a harmonious environment to explore the innate abilities of students with effective teaching-learning.*
- *To enrich teaching- learning process through innovative practices learning.*

1. Core Values :

- *Quality Education*
- *Holistic Development*
- *Research Culture*
- *Social Responsibility*
- *Ethics and Dignity*

1. Institutional Quality Policy:

“To impart quality education in the field of management through continual improvement and effectiveness of the quality management system.”

The values of the institute comprises of group work, morals, principals, trust, societal benefit, Industrial approach, Institute industrial relation, dedicated faculty, standard norms, research, continuous learning, participation of all the members which together force the institute to accomplish the vision and mission of the institute.

Institute has designed the plan keeping in mind the previous experience and the 360o feedback of all the stakeholders of the institutes in the field of Management. Institute includes the objective of accreditation for AICTE, DTE, permanent affiliation to Savitribai Phule Pune University, having center of excellence.

Institute has its own startup cell named as Trinity Startup Cell to promote entrepreneurship skills for the development of the students.

The Campus Director in consultation with Director, Academic Coordinator frames the policies for the smooth running of the academics, administration etc. In this, faculty members play the most important role as a stakeholder who helps in achieving the target and smoothly running the policies which are framed.

All the teaching and non teaching staffs are involved in the various decision making committees so that the institute vision and mission will be achieved.

The Internal Quality Assurance Cell (IQAC) of the institute plays the vital role in achieving and monitoring the quality which an institute needs to have such as teacher learning, training and development, research activity, planning for the quality improvement and administration.

Institute use ICT tools as one of the teaching aids. Institute also has different pedagogies for the teaching like role play, brainstorming, demonstration, lecture, presentation etc.

The institute gives a policy to the program coordinator and the head, academics to design, evaluate and implement institutional policies regarding academic and administrative activities.

Institute takes care that all policies should be Student-centric and create awareness among students about societal responsibility.

The Institution carries its social responsibilities through various measures such as providing KJEI scholarship to economically weak students, Nirmalya collection, Traffic management, Blood donation camp, tree plantation, Swachha Bharat Abhiyan etc. It helps in effective development of the student and generates the socialism in the minds of the new generation.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

Case Study: K J Youth Festival

Aim: To enhance the capabilities of students under the guidance of faculty member, improve their event management skills nurture Management-skills, Participation and Sportsmanship amongst students.

Objectives:

1. Leadership-skills
2. Organizing-skills
3. Decision-making-skills
4. To explore inner talent
5. Take up initiatives
6. To develop event management skills
7. To develop Sportsmanship
8. To nurture Social awareness skills.

“K J Youth Fest” is a KJ’s Educational institute-Inter-collegiate Cultural-Sports-Technical-event. It’s a celebration that brings together KJEI Management, TIMR & all sister institutes of TIMR. After centralized notice from management, the responsibilities for hosting the activity are spread amongst different institute of KJEI. The faculty & student coordinators are appointed at institute level for centralize communication & internal coordination.

The faculty coordinator’s & student representative are conducting meetings & sharing their idea & strategic plan for smooth conduction of activities. Organizers manage planning, approvals, budget, sponsors, agenda, flyers, theme and other details. The planning structure is forwarded to management through Director for final approval.

The event is executed with delegation of work to various Student and Staff-committees. Activity coordinators are playing prime role in decision making. Other committee heads play an important role in directing students. All coordinators proactively contribute to take care of the participants, advertising of sponsors, scheduling of the activity, providing hospitality without disturbing healthy culture on the campus. All different activities like Dance, singing, Drama, anchoring, fashion show competition of Cultural and cricket, football, volleyball, kabaddi, chess, carom, badminton & box cricket competition of Sports also different technical activities including Gravity are conducted at respective locations. The co-ordination and support from each member makes the event a grand success. This event gives an opportunity to the students to enhance Leadership quality, Decision making skills, Management & Organizational skill, Teamwork,Sportsmanship, Honesty and Integrity.

A closing meeting is conducted for sharing experience & feedback from all coordinators for further improvement.

Participative Management:

TIMR has participative management which have committees such as Governing Body, College Development Committee with different members includes Chairman, teaching staff, non- teaching staff so that all the representative involves in generating ideas and suggestions for the development of institute and the betterment of the employees of the institute with consideration and respect.

The Institute consistently promotes a culture of participative management.

- The Institute follows committee system for implementation of all its decisions and resolutions.
- The committees comprise of faculty members and students.
- GB and CDC have representation from faculty and other stakeholders.
- Director takes the decisions and implements the action plan.
- The faculty is involved in implementation of the policies of GB.

Therefore the management is participative from students, faculty and Director to the trust level.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The Institute has a perspective plan to achieve Vision and Mission for development. It is developed by Director under the guidance of GB and CDC.

The major area in the strategic plan of TIMR includes:

1. Master’s Programme
2. Value-added and add-on Courses
3. Faculty and staff development
4. Establishing Standards for overall Development
5. Financial Strategy

Case Study: State Level Seminar

In addition to this, many other initiatives are also in process. To quote one initiative in detail the below example is discussed.

Example:

Seminar conducted in association with SavitribaiPhule Pune University:

In strategic plan of the institute, it has a key focus on “**Industrial Economics Devopement Post Liberalization,Challenges & Opportinities**”. To encourage the faculty contribution in research, the institute aimed at an initiative to conduct a seminar in association with any reputed agency.

Under this aim, IQAC of TIMR put its efforts to implement the above-said initiative. The proposal is submitted, for conducting a state level seminar, to the University under the Quality Improvement Program (QIP) of SPPU.

The Details of the seminar:

Title: “**Industrial Economics Devopement Post Liberalization,Challenges & Opportinities**”

Date: 12th January 2018

Organized by: TIMR

In association with: SPPU

Beneficiaries: Students, Academicians, Research scholars, Industrialist etc.

Number of Papers Published: 20

ISSN: 978-93-5291-819-5

Total number of Authors: 47

Internal Authors: 15 (Staff and students of TIMR)

Every session started with eminent keynote speakers keynote related to the topics which is followed by paper presentation of faculties and students. The papers were been invited from both internal and external faculties and students. All the papers received had undergone keen scrutiny by the internal editorial team. The papers were been published in Journal. Eminent speakers enlightened the students with their knowledge of the topic. The outcome of the seminar could be evidence through a number of papers published. The Journal published in one part which shows good response over the publication. Students have also taken active participation in the model and poster presentation.

File Description	Document
Upload any additional information	View Document
strategic Plan and deployment documents on the website	View Document
Paste link for additional information	View Document

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

Policy statement

Trinity Institute of Management and Research (TIMR) institute is having a decision-making process which includes Governing Body and College Development Committee which are the highest authority that governs the Institute by making management decision. The centralized decisions are taken by top management at the trust level which will be informed and implemented in the institute by the director. Effective implementation and improvement of policies set by top management by embracing the precise strategy and plans at Institute is monitored by various committees.

The operational level Organizational structure includes four major sections in the institute under the head of the director to ensure proper decision making and its implementation.

Sr. No.	Section	Responsibilities/Roles
1	Academic Section	Academic activities are monitored by Academic Coordinator & IQA of Director. Other teaching faculty members engage academic responsibilities like Mentor, Research etc. Curricular, Extra-curricular activities like Seminars, Workshops, Competitions, Technical Cultural Programs are also organized under this section to encourage
2	Administrative (Office) Section	The administrative responsibilities are taken under consideration of student section, Account Section, Library section under Office Superintendent. This section takes care of effective administration of institute.
3	Training & Placement Section	Training & Placement section supervises & manages the whole process. The institute has undertaken responsibility of holistic development by nurturing the students in all aspects, a Student Training Program is developed. The training for development of different skills such as

		Communication skill, Presentation Skill, Soft Skill, Interview Personality development in due consideration with practical experience arranged by the Institute.
4	Other Auxiliary Body	These bodies takes care all statutory & non statutory requirements prescribed by various authorities.

Appointment / Recruitment: The recruitment process and promotional policy of the institute are in line with the norms and statutes of SavitribaiPhule Pune University, AICTE and Government of Maharashtra. Further, it is depending upon qualification, professional experience and performance appraisal of the individual as the case may be.

Service Rules: The service rules like various leaves benefit available to teaching and non-teaching, working time etc., followed by the institute is as per the statutes and norms of SavitribaiPhule Pune University and Government of Maharashtra.

File Description	Document
Upload any additional information	View Document
Link to Organogram of the Institution webpage	View Document
Paste link for additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: C. 2 of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP (Enterprise Resource Planning) Document	View Document
Details of implementation of e-governance in areas of operation, Administration etc	View Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

KJEI's Trinity Institute of Management and Research provides various schemes and facilities to its employees (teaching and non teaching) which include:

Academic Support

- Faculty is aided to pursue research.
- Faculty is aided to attend/present research work in seminars, conferences and workshops.
- Due recognition is given to the faculty for research publication in reputed journals.
- Facilities to boost the qualification
- Generation of resources

Infrastructural Support

- Enriched library with books, journals and e-journals, etc.
- Free WIFI.
- Well-equipped digital, research laboratories.

Other Support

- State/national/international level seminars/conferences/workshops are conducted for keeping in-tune with latest trends.
- Award/reward system.
- Training is provided to the faculty (Faculty Development Programs).

Table 6.3.1.1. Welfare Schemes

Sr. No.	Welfare Scheme	Beneficiary Employee
1	Financial support for hosting programs	100%
2	Provident Funds (PF)	Provident fund is provided to the staff members as per the statutory compliance of the government.
3	Appreciation to faculty	Provision/process of Recognition of employees for Special Achievements.
4	Birthday wishes	Birthday celebration for all teaching and non-teaching staff members
5	Qualification Up gradation Support	Faculty is deputed for part time Ph.D. program by giving NOC.

6	Special Leaves(Early /Late coming)	Provision of flexible office timing in certain cases approval of Director.
7	Maternity Leave	Provision of maternity leave.
8	Canteen	Provision of Canteen and Mess on the campus with hygienic food facility.
9	ATM	In campus ATM facility of Union Bank of India is available in the institute.
10	Transport	Provision of transport facility for teaching and non teaching.
11	Loan Facility	Provision for recommendation letter for loan.
12	Festival/Activity celebration	Provision of to celebrate all festivals with harmony and peace.
13	Festival advance	Provision of festival advance for teaching and non teaching.
14	Welcome and farewell party to faculty.	Provision of celebration for Welcome of new Employees and Farewell in case of retirement/ separation of the employees.
15	Uniform for Non-teaching staff	provision of Uniform for Non-teaching staff
16	Tie-up with hospital	Provision of free annual check-up, emergency ambulance facility and free health assistance.
17	Advance	Provision of financial assistance/advance in any emergencies
18	Financial Support to the ward of faculty	Provision of financial support to the ward of faculty who has excellent academics.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 17.5

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

2019-20	2018-19	2017-18	2016-17	2015-16
3	3	3	2	0

File Description	Document
Upload any additional information	View Document
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 3.6

6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
3	5	5	3	2

File Description	Document
Upload any additional information	View Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 91.25

6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
11	12	10	15	14

File Description	Document
Upload any additional information	View Document
IQAC report summary	View Document
Details of teachers attending professional development programmes during the last five years	View Document

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

The institute has developed an effective performance appraisal system for teaching and non-teaching staff. The faculty appraisal system is transparent and provides clear direction towards professional, organizational and personal objectives attainment.

The staff must complete the 'Self-appraisal form' after the completion of an academic year which is finally reviewed by the Director. Director takes necessary action if required.

At the end of each academic year 'Self-appraisal form' are submitted by the staff to the Director. Staff is supposed to fill the details of academic, administrative and research work. Director certifies the 'Self-appraisal form', it is then submitted to Internal Quality Assurance committee (IQAC).

IQAC reviews the same and gives recommendation/improvements to be followed by staff.

The strengths and weakness of staff is counseled by Director/ IQAC.

Student feedback system is implemented twice in a semester in which the faculty is evaluated on certain important parameters. The parameters have been collectively decided based on effective and impactful pedagogy .If any faculty is weak in any areas that is identified and efforts must be taken by that faculty for the improvement.

Observant scrutiny of appraisal reports helps in analyzing the performance of the faculty/staff.

The various parameters for staff members are performance; technical, non-technical skills acquired, Research work, successful completion of the assigned responsibilities allotted by the institute ,student feedback and who acts as a role model for others.

Outcome:

The best part of the Performance Appraisal System (PAS) is that each faculty becomes aware of the areas of improvements.

Decision:

The score/category obtained in the PAS contributes to the decision about faculty appreciation.

- Promotions are given to the faculty and staff based on their performances.
- Heads of various committees at Institute level are identified.
- Faculty with low score is personally counseled by the Director.

Enhance the professional development of its teaching and non-teaching staff

The institution takes many efforts in enhancing the faculties by supporting the teaching and non-teaching staff in the work of development.

- By encouraging faculty members to associate with state, national and international professional bodies.
- Reassuring the faculty to interact with the outside world.
- By Motivating faculty to organize and attend state level, national level and international level conferences/seminars/workshops/symposia.
- Encouraging participation of faculty in FDPs, seminars, workshops and conferences.
- Motivating the faculty and staff for arranging industrial training programs/ visits.
- Allowing the non-teaching staff to attend skill development and training programs. Also allowing them to attend courses to improve their educational qualification.
- Arranging training programs for non-teaching staff on office automation etc.

Faculty empowerment

- Institute constantly take positive steps for the development of faculty.
- For administrative skill development of faculty Institute organizes corporate training programs.
- Institute organizes training programs for personality development, teaching skill development and social up gradation.
- The Institute deputed the faculty for training organized by other organizations. For example, FDPs & Workshops.
- Institute invites resource persons such as industrialists, researchers and academicians for interactions with the faculty.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The institute has well-structured mechanisms for internal and external audit. Internal audit is carried out periodically. External audit is carried out once in a year.

Institute has also a well-defined policy for handling the available financial resources. At the start of every financial year the estimated budget from Institute is collected.

This estimated budget is based on the requirements raised by the individual faculty and staff as per the requirements of syllabus and pre-planned activities in consultation with the Director.

Budgeted expenses are compared with projected revenue and necessary modifications are done as and when required. The Top Management has a well-defined procedure to monitor effective and efficient utilization of available resources for infrastructure, development and teaching learning process. All the major financial transactions are monitored by the Accounts and approved by the President and/or Secretary.

The internal audit program is carried out periodically to identify the implementation of various compliances by ensuring the mechanism of institutional policies, physical verification of assets, Maintenance & Repair copies, event receipts and expenses etc. Any internal audit queries are resolved within audit period in discussion with management.

External Audit is also carried out in efficient ways. External Auditor verifies all receipts & payment details, Income & Expenditure statement, Balance sheet, Opening and closing balance of student fees collection, salaries, fees outstanding of students and social welfare, PT & PF challan copies, TDS on salary, fixed assets of purchase bill and other income & expenditure details etc.

Mechanism for settling Audit Objections:

Any minor queries during internal Audit program are rectified at the time of the audit. No major objections are observed in any financial year Audit program.

Any queries during the External Audit Program are resolved during the External Audit Program.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)

Response: 0

6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

TIMR receives funds mainly from student fees and government and non-government scholarships and free-ships, Alumni fees etc. Any shortfall/deficit is managed by taking assistance from the KJEI trust office. The institute conducts internal and external audit to ensure proper utilisation of financial resources. The annual financial budget for different activity sectors is approved by Governing Body suggested through Director.

The budget plan is prepared on the basis of

- 1) Estimated cash inflow from student fees, governmental and non-governmental scholarship and free-ship, Funding from Savitribai Phule Pune University (like Exam, grants etc.) Alumni fees, interest from bank and other financial resources.
- 2) Estimated outflow is based on pre-planned activities, maintenance, administration & office expenses, new purchase, loan repayment etc.
- 3) Any shortfall/deficit is managed by taking assistance from the trust office.

The cash inflow/outflow on the basis of student intake, faculty requirement, lab and library equipment

need, maintenance, administrative and infrastructural need is maintained by Accountant, monitored by Director. All financial transactions are recorded on Tally software. Financial progress and updates are regularly communicated to Director and Management. Deficit due to inflow and outflow if any is monitored by CDC and GB to examine possibility of increasing cash inflow and reducing outflow by balancing some demands and needs.

Events/Activity: The institute prepares budget for event under authentication from Director. The budget is forwarded to Management for sectioning and final approval through account section. The sanctioned amount is utilised for event expenses. After conclusion of event, the expenditure file is submitted to account section with bills. After review of bills, they approve expenditure file.

Purchase: For any major & minor purchase requirements, the Institution Head initiates purchase requisition to management along with different quotations. The Management in consultation with store department finalizes one of the quotations based on comparative measures of price, quality & feasibility. The purchase procedure is then carried out with reference to technical bid, comparative statements, negotiation meetings. The Management sends finalized approved request to the institution to initiate purchase process through finalized vendor.

Other: The housekeeping maintenance, advertisements, industry visits and other operational expenses are managed through recurring sources of funds with approval of Director and GB.

The implementation and disbursement of finance from the plan are monitored by the Administrative Department, Account and Director as discussed with CDC. Director may call periodic meeting of all concerned to monitor the progress and issue suitable instructions. Any major corrective measures are applied after approval of the CDC as required.

File Description	Document
Upload any additional information	View Document
Paste link for 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

Response:

Trinity Institute of Management and Research Quality Policy are aimed at achieving the excellence in Management Education, by acquiring independent control over its day-to-day operations and curriculumstatus to the institutes with recognition at State level.

IQAC Policy:

- Developing the faculty through FDP's.

- Optimization and integration of modern methods of teaching and learning.
- Progression of academic policies.
- Up gradation of Concurrent evaluation.
- Collecting feedback from students (At the end of semester).
- Augmentation in infrastructure to enhance learning environment.

IQAC contribution:

Heightened level of clarity and focus in institutional functioning towards quality enhancement and facilitate internalization of the quality culture as per guidelines by NAAC for Quality and Excellence in Higher Education

- Integral approach towards quality development through various activities which helps in academic enhancement.
- Act as a change catalyst in the institution
- Better internal communication.

- Collaborations with various industries/organizations.
- Organization of events/workshop.
- Implementation of Academic calendar prepared by Academic coordinator.
- Finalization for panel of eminent visiting professor for addition input as per need.
- Dead stock verification.
- Remedial classes for slow learners.

Research initiatives by IQAC:

1. Faculty qualification up gradation is encouraged to pursue M.Phil. , Ph.D.
2. Various types of research activities are organized for staff and students.
3. Financial support for attending national and International Seminars, Workshops, Conferences etc., to enhance research skills is provided to the faculty members.
4. Faculty members are allowed to utilize infrastructure, ICT enabled services (LCD, LAN, Wi-Fi, Audio-Visual aids) to carry out research activities.

Add-on and Certification Courses initiatives by IQAC:

1. Certification Course for Start-ups and entrepreneurship started in 2015-16, IQAC suggested to continue with the certification course is about entrepreneur who will go through all the stages of entrepreneurship, build a business and reach success. It will focus on scaling business and leaving a legacy that extend beyond students lifetime.
2. Certification Course for Public Speaking started in 2015-16, IQAC recommended to continue with the certification in Public Speaking as the scope of the Course provides participants with the practical skills and knowledge necessary to express themselves clearly with confidence and power in a variety of speaking situations.

3. Certification Course for Technical communication for manager was started in 2018-19, IQAC advised to start the same in next academic year as Course helps students in their carrier opportunities like R & D project, laboratory experiments and research thesis.

4. Certification Course for Human Values and Professional Ethics was started in 2018-19, IQAC advised to start the same in next academic year as Course helps students in Understanding the significance of value input in classroom, distinguish between values and skills understand the need, basic guidelines, content and process of value education, explore the meaning of happiness and prosperity and do a correct appraisal of the current scenario in the society. Understand the harmony of nature existence.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

Since faculty are the honorable members of the IQAC, each and every decision taken by the IQAC is communicated in regular meetings. So, each faculty is involved indirectly in functioning of IQAC.

As our institution is functioning towards the enhancement of quality of education, it has an integrated framework for Quality assurance of the academic and administrative activities.

To impart quality education, all faculties maintain a course file. The course file content includes syllabus, teaching plan, academic calendar, time table, study material, assignments, question bank, university question papers. Academic committee checks this course file at the beginning of the semester and suggestions are given to the respective faculty.

The essential contents are circulated to the students. Faculty uses that content for conducting the sessions during that semester.

Feedback from students of individual faculty depending upon various teaching parameters like effective teaching learning methods, audibility, writing, conceptual explanation, communication, interaction, presentation is taken. Student gives their opinions regarding academic and administrative method during Mentor mentee meeting.

Depending upon students' feedback and feedback from IQAC directs the suggestions for improvement of teaching learning process.

After every academic year, staff fills an appraisal form with director remark; this appraisal form is submitted to IQAC. Depending upon this, IQAC welcome the efforts taken by staff and give suggestion wherever necessary.

IQAC also takes feedback from Stake holders such as Industry, Parents, Alumni, and Experts etc. Our major recruiters convey the gaps present in today's educational system and modern management practices in the industries to the training and placement officer (TPO). Those gaps are conveyed by TPO to IQAC. IQAC give collective report to management based on feedbacks and commends from stake holders.

Institution provides training to its staff by arranging various FDP's and training programs. Even Institute sanctions OD for faculty to attend various training programs which helps to improve their Knowledge.

To enhance & sustain the quality of education, institution has very systematic mechanism to continuously review the teaching learning process.

Structure

- GB, CDC, Director, IQAC, committee in-charges, student representatives from the structure to review teaching-learning process. Periodical meetings conducted by the Director help in review of the working of the Institute.
- If there are minor problems they are solved at faculty level.

Response: The enrichment and development of Teaching-learning process is carried out by Academic Committee in association with IQAC.

Process of Academics:

Initiation of Academic-Calendar: The Academic Calendar is prepared at the beginning of each Academic-year which provides academic-events schedule for that semester.

Time-Table: After preparation of Academic calendar the next step is timetable preparation for each semester as per guidelines given by university.

Teaching-Plan: After formation of academic timetable the subject teacher prepares teaching plan for their concerned subject and gets it approved by the Academic coordinator.

Extra Lectures: Whenever result analysis of each semester is completed, vacant slots in time table are allotted for extra classes of concerned subjects according to the feedbacks received from faculty and Students.

Remedial-Classes: After result analysis of internal exams, the remedial-classes are planned for the subjects for whom the results are not up to the mark.

Submission of Assignments: As per teaching plan of the subjects the assignments are given to students and collected within prescheduled timeline.

Library Session: The Library Sessions are arranged to get the in-depth knowledge about the topic imparted in classroom and would also get to know about the different authors opinions on the same topic.

Lab Sessions: To get the extra knowledge about the session, students access internet in Lab session and try to get additional knowledge which is not possible in only classroom teaching method.

Add on and Certification-Courses: The add on and certification courses as per need of industry are planned and executed by taking suggestions of IQAC and Academic Committee.

Career-Guidance: Through career guidance sessions TIMR facilitates the students the acquisition of aptitude, skills and knowledge to help students better understand themselves.

The Academic Evaluation Process:

Teaching Plan Report: The Academic coordinator checks the teaching plan which is prepared by respective subject teacher on time to time basis and gives suggestion to faculty to improve their teaching skill if required.

Student Feedback-System: Academic feedback is taken once and in some cases twice per semester from different stake holders of the institute i.e. students, parents, alumni, recruiters etc. and the planning of next semester will be done accordingly.

Academic-Audit: The performance of academic practices and procedures against planned procedures is verified and confirmed by carrying Academic audit. Every year Academic Audit (Internal & External) is conducted at TIMR.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2.Collaborative quality initiatives with other institution(s)**
- 3.Participation in NIRF**
- 4.any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Response: D. 1 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution	View Document
Upload any additional information	View Document
Paste web link of Annual reports of Institution	View Document

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

Gender equality, besides being a fundamental human right, is essential to achieve peaceful societies, with full human potential and sustainable development. Moreover, it has been shown that empowering women spurs productivity and economic growth. Gender Equity achieves fairness, through treating people differently dependent on need.

Trinity Institute of Management and Research (TIMR) plays a significant role in ensuring the safety of the students by putting in place foolproof mechanisms and impregnable standards of safety. Mentor-mentee activity is conducted for the students for sharing their personal problems. In all Industrial visits, excursions, study tours, female teachers accompany the students and take care of them.

Girl's Common Room: The girls' common room is maintained at TIMR and is a place for girl students to relax. It is well ventilated, has washrooms, dressing mirrors, newspapers. Female faculty members ensure that all girl students safely leave the campus after late night events like Annual Day, Fresher's Party etc. Female faculty and girl students are regularly counselled on safety and security. The institute supports the career progression and development of female professional and academic staff. It provides women with opportunities to grow in their leadership capabilities build professional skills and participate in important administrative roles in the college.

TIMR has established a **Women's Grievance Cell/Internal Complaints Committee (ICC)** to sensitize the students and employees on gender issues, make them aware of the social, moral, and legal implication of gender discrimination, encourage value education upholding gender equality, and at the same time to deal with instances of sexual harassment on campus. The cell is committed to creating and maintaining an environment in which students, teachers and non-teaching staff can work together in an atmosphere free of gender violence, sexual harassment, and gender discrimination.

Holistic Development:

Intellectual Development: developing skills for acquiring and communicating knowledge, learning how to learn, and how to think deeply.

Emotional Development: developing skills for understanding, controlling, and expressing emotions.

Social Development: enhancing the quality and depth of interpersonal relationships, leadership skills, and civic engagement.

Ethical Development: formulating a clear value system that guides life choices and demonstrates personal character.

Physical Development: acquiring and applying knowledge about the human body to prevent disease,

maintain wellness, and promote peak performance.

Spiritual Development: appreciating the search for personal meaning, the purpose of human existence, and questions that transcend the material or physical world.

Anti-Bias Training:-Racism and prejudice often affect people in the form of “micro-aggressions.” This means, jokes and offensive comments made without harmful intent, but that hurt people, and generate stress.

One way to stop micro-aggressions is to offer training on diversity and implicit prejudice.

Gender-Inclusive Language: -Given the key role that language plays in shaping cultural and social attitudes, using gender-inclusive language is a powerful way to promote gender equality and eradicate gender bias. Being inclusive from a gender language perspective; speaking and writing in a way that does not discriminate against a particular sex, social gender or gender identity, and does not perpetuate gender stereotypes.

File Description	Document
Link for annual gender sensitization action plan	View Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Response: D. 1 of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document
Any other relevant information	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

Waste Management steps including:

Solid Waste Management:

Solid wastes include college garbage; rubbish etc, e.g. paper in classrooms and offices, soiled tissue and disposable cups used in College, tin cans. Dry waste and wet waste are collected separately and deposited into garbage van (funded by Adar Poonawala CSR initiative) for further recycling procedure.

We encourage and promote the use of one-sided pages for print-outs wherever possible. This helps in reducing paper consumption and in turn results in saving trees.

The vegetable wastes are disposed of regularly to keep the campus clean. Dry and Wet waste is collected and disposed of in an efficient way.

E-waste Management:

Used electronics which are marked for reuse, resale, salvage, recycling, or disposal are also considered e-waste. Such waste is collected at a separate point. Arrangement are made with local e-waste recycles for pickup and further processing disposal

The hazardous E-waste materials like Cables, Cd's, Lan cables, SMPS, Monitor stand, RAM, mother board are kept with us in storage room. This are then collectively disposed with e-waste recycling agency. For this purpose, Trinity Institute of Management and Research has also drawn an MOU with Samruddhi Mobile and Laptop Services Private Limited to ensure proper control and direction to e-waste systems.

Liquid Waste Management

Used water in washroom directly impact human health and have far reaching consequences when ignored. Used water directly connected to septic tank. The institute has a proper drainage facility and Sewage Treatment Plant. Water leakage is prevented by timely maintenance of the taps and water pipes.

Waste Recycling

Waste water generated from toilets treated in Sewage treatment plant and that treated water further used for watering the plants in college campus.

File Description	Document
Any other relevant information	View Document
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Link for Geotagged photographs of the facilities	View Document

7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: C. 2 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

Response: C. 2 of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document
Link for any other relevant information	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any

awards received for such green campus initiatives:

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

Response: B. 3 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

- 1.Built environment with ramps/lifts for easy access to classrooms.**
- 2.Divyangjan friendly washrooms**
- 3.Signage including tactile path, lights, display boards and signposts**
- 4.Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- 5.Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response: D.1 of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

Different sports and cultural activities are organized in the college and at campus level to promote harmony towards each other. Commemorative days like Women's day, Yoga day, along with many regional festival such as Diwali Festival, Ganesh Jayanti, Christmas, ChhatrapatiShivajiJayanti etc.

There are different grievance redressal cells in the institute like Student grievance redressal cell, Women grievance redressal cell which deal with grievances without considering anyone's racial or cultural background.

Institute has code of ethics for students and a separate code of ethics for teachers and other employees which has to be followed by each one of them irrespective of their cultural, regional, linguistic, communal socioeconomic and other diversities.

Thoughts of great Indian personalities sowed into the young minds through the exhibitions and programs conducted on these days. The institution practices pluralist approach towards all religion functions and encourages the students and faculty to showcase the same. Every year our institute organizes the national festivals and birth / death anniversaries of the great Indian personalities. Staff and students get to know the importance of national integrity in the country in general and their role in it in particular

Republic Day is celebrated on January 26th every year to commemorate the adoption of constitution. On this day, various formal events including flag-hoisting and march-past are organized and which are followed by "constitution awareness program" in which students and staff members got information on their duties towards our nation and rights given to them by our constitution. By organizing such type of events the institute does its share to immersed patriotism and awareness to next generation.

Independence day is celebrated every year along with all other sister institutions. It is a grand event marked with the flag hosting by the Chief Guest and well-practiced by faculties and students. Cultural activities related to independence movement are exhibited.

The institute organizes a blood donation camp almost every year to create awareness among the students about this aspect of life. This is to create awareness among the students and to motivate them for Blood Donation. This helps to make students ready for Voluntary Blood Donation to blood banks.

On 5thSeptember, we celebrate Dr. Radhakrishnan's birthday as Teacher's Day with great fervour. The students organize a programme for the teachers and the Guru-Shishyaparampara is celebrated. It is one of the most celebrated events by the students as it shows their gratitude towards the most influencing fraternity.

Gandhi Jayanti is celebrated in our Institute on 2nd October of consistently to stamp the birth commemoration of Mahatma Gandhi. Gandhijiis famously known as the Father of our Nation, Babu or basically Mahatma. The day is announced as a national occasion and all institutes and workplaces are closed on this celebration. The standards of truth, peacefulness and trustworthiness are recalled and generally plugged among the students of the institute. On the same very day, TIMR has also

adopted the practice of celebrating Swachhta Diwas.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Link for any other relevant information	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

TIMR undertakes different initiatives by organizing various activities to sensitize students and employees to the constitutional obligation: Values, Rights, Duties and responsibilities of the citizens.

Every year Republic day is celebrated on 26th Jan by organizing activities highlighting the importance of Indian Constitution. Similarly constitution day also would be celebrated on 26th Nov every year. Independence Day is also celebrated every year to highlight struggle of freedom and importance of Indian constitution.

Postgraduate students have the Business Research methodology subject as a part of curriculum with the objective to acquaint with the ethics in research in connection with their contribution society. Human Rights Subject constitutes the part of curricular teaching and evaluation to sensitize the students on the preservation the ecosystem and environment. Students are also sensitized to adapt green practices, conservation of natural resources, alternative source of energy and renewable energy etc.

Every year institute organizes blood donation camp in association with sister institutes. The students are sensitized on the importance of the activity and are encouraged to participate in saving the life of citizens of India.

The students are encouraged to participate in the activities of spreading the awareness among citizens on social issues like road safety.

Students consistently and regularly participate in the cleaning activities on the several occasions including Mahatma Gandhi Jayanti on October 02. Moreover, students are encouraged for active participation in the plantation activities for environmental awareness.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	View Document
Link for any other relevant information	View Document

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response: C. 2 of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

Independence Day: Every year on 15th August, we celebrate Independence Day at our campus ground. On this day the flag hosting is done at the auspicious hands of our President, KJEI. Well-coordinated program by our students and faculties is performed. Further cultural programs are organized.

Teachers Day: Every year on 5th September, our students celebrate Teachers day. On the Birth Anniversary of Dr. Sarvepalli Radhakrishnan students felicitate teachers and few students deliver a speech on this occasion. Many students perform various cultural activities.

International Woman's Day: Every year on 8th March, we celebrate International Woman's Day. On this occasion we felicitate, outstanding achievement is done by the women in their respective field. On this day we have invited some distinguished personalities to deliver a motivational speech and share their experiences and expertise on a subject matter.

Republic Day: This day is celebrated every year on 26th January. On this day the flag hosting is done at the auspicious hands of our Founder President. On this day students and faculty, achievers are felicitated by our honorable Founder President who motivates the students and staff members through his inspirational speech.

Shivaji Maharaj Jayanti: The Great Maratha Emperor- “Chhatrapati Shivaji Maharaj” birth anniversary is celebrated on 19th Feb. every year. On this occasion, students organize a programme on our campus. On this day guest lecture of an eminent person is organized.

Ganesh Festival: Our student’s s also celebrate “Ganesh Festival” in our campus. Pratistapna of Ganesh Idol is done with enthusiasm. All the students and staff participate with enthusiasm and passion.

Dussehra Celebration: Every year we celebrate this festival, on this occasion worship of “Goddess Sarasvati” with prayer ceremonies and pujas are performed to mark the auspicious day.

Diwali celebration : From 2019 we have started Diwali celebration on our campus. Diwali – the festival of lights – is the most awaited festival that is celebrated with great fervor throughout India. It symbolizes the spiritual victory of light over darkness, the good over evil and knowledge over ignorance. The aura and warmth of this festival vanishes all the negativity from the surroundings and is celebrated through the different classes of the society, bringing everyone together.

YOGA Day

The International Day of Yoga has been celebrated annually on 21 June since 2015, following its inception in the United Nations General Assembly in 2014. By changing our lifestyle and creating consciousness, it can help in well being. Let us work towards adopting an International Yoga Day. TIMR ensures that this rich Indian tradition is celebrated so that this habit is passed on to the next generation.

Others

Other than specific mentioned as above we celebrated various other days such as Christmas, Hutaatma Din, sports day, JAL Diwas, constitution day etc. during last five years to ensure various national and international commemorative days, events and festivals are recognized and celebrated.

File Description	Document
Link for Geotagged photographs of some of the events	View Document
Link for any other relevant information	View Document
Link for Annual report of the celebrations and commemorative events for the last five years	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 No. 1

Title of the practice:

Sochdhara - Let's Research.

Goal:

Sochdhara- Let's Research, an initiative by Trinity Institute of Management Research (TIMR), aims to develop and enhance the urge to research among the students.

The Practice

Human being is inquisitive by nature. So are the students. The only difference being that for students' research as a word is not a very promising activity, and that ideology needs to be revamped.

1. Students and faculty member write research paper together.
2. Faculty gets insights of various summer internship projects and guide students to write research papers.

Context

- This practice encourages the faculty and students to enhance their partnership.
- It also helps in developing infrastructure and policy that promote research.
- Research play a role in gaining confidence and taking activity / their work to another level.
- Research attitude is developed with Innovative approach and creativeness.

Problems faced and resources required.

- The major issue faced is the project work performed by students is at small scale industries and the data available/provided by them is very limited.

Expected outcome of the practice

Through Sochdhara, the awareness amongst the students shall be built as to research being a part of their daily lives.

Best practice No. 2

Title of the practice:

Clean and Green.

Goal:

The purpose of Clean and Green Activity is to acknowledge the sustained and dedicated efforts of the Institute with regards to Social responsibility.

The Practice

Clean and Green Activity carried out every year.

- Swacchata Abhiyan and cleanliness drive is arranged around 2nd October on the occasion of Mahatma Gandhi Jayanti to ensure the participation and contribution towards National Cause.
- Tree plantation Activity is done every year to inculcate environmental sense among the students.
- Students and Faculty members visit housing societies at the time of Ganesh Festival.
- From each of the house of visited society Nirmalya is collected.
- Collected Nirmalya is brought to KJEI campus and dumped.
- Organic output of dumped Nirmalya is used as compost for campus plants.

Context

- This practice encourages the students and faculty to work for the social cause.
- It also helps in improving understanding and being responsible towards waste management.
- It helps the students and faculty members for being socially responsible individually and collectively.
- The activity is so arranged that students can lead, communicate, and ensure team work and independently managing the activities.

Problems faced and resources required.

- Sometimes permissions are not given to enter the societies by the concerned people involved and that may restrict the reach to certain societies.
- Activities need to be done in co-ordination with local authorities to ensure it on larger scale and impact.

Expected outcome of the practice

- Students inculcate themselves in improving social and environmental participation.
- Students get motivation and improve their participation in various institutional and social activities.
- Students able to understand the effectiveness and benefits of waste management cycle.
- Students contribute towards environmental responsibilities and inculcate environmental sense.

File Description	Document
Link for any other relevant information	View Document
Link for Best practices in the Institutional web site	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:

The motto of the TIMR is to spread the light to imparting quality education. TIMR academic strength drives original and provocative business thinking, empowering students to challenge the conventional wisdom in a truly unique “Learn and Do” environment. TIMR, an Institution with a difference consequently strives to meet the industry expectations and live up-to meets the standards of the best MBA education. TIMR believes in building a Designer Persona in each student which is customized as per their capacity, dreams, and aspirations.

- TIMR is one of the greenest campuses Pune can boast of. At 110 acres in the lap of Mother Nature, our distinctiveness lies in our campus location. It is this feature that enables us to provide one of the best infrastructural facilities for effective and efficient conduct of academics. The other support facilities are contributed to significantly for curricular, extra-curricular and administrative activities. Near to the Pune City but still full of green environment and pollution free campus helps students to inhale fresh air and study with fresh and positive mindset. All students feeling stressed can spend maximum time close to the nature at our campus and enjoy their studies.
- One of the Small Scale Industrial Area, which is backbone of economy of our country, is situated within 5 km from the institute. The ease of accessibility both to Pune city and nearby rural area allows us to admit blend of urban and rural students. This in turn helps us to develop and deliver the education to students thereby reducing the gap between urban and rural students.
- KJEIs Trinity Campus is a congregation of three Engineering colleges, Pharmacy College, Management College, Polytechnic, Junior College and an International School. The common thread between all these co – institutions is the efforts that are taken to maintain, improve and enhance the environmental facilities for its stakeholders as well as the society at large through its varied courses – in theory as well as in practice.
- Right from the first year of the program, the students are made to participate in the Environment oriented activities such as Nirmalya Collection, Tree Plantation, observing No Plastic Days on campus. The students also join hands with local police authorities to assist them in controlling traffic flow during the much celebrated Ganesh festival.
- Water harvesting, using solar energy, making compost and recycling of water, all these are the endeavours that TIMR, along with its sister concerns, aims to achieve on the campus during a given academic year. This is an ongoing process which has played an important role in creating the distinctiveness of the Trinity Campus.
- Our institution has distinct characteristics that guide multi-disciplinary and cross-disciplinary academic programmes as well social-cultural disciplines.
- Our efforts ensure to work towards improving the quality of life, developed environment, justifiable

living, human values and quality of education, which are all inculcated in the students through various activities.

Institution consistently inspires students and provides a platform for methodological skill development, multidisciplinary scheme development, and ethical and human value development. Focus of the institution is always on following the vision, mission and working methodology to assure the standard of the students' holistic development through value added education and research and cross cultural and environmental activities.

TIMR aims at students' complete development and progression. We have efficient system in place to inform students of various schemes of scholarships, EBC and other avenues available and any other benefit that can be availed by them. Students are made aware of various educational, employable and entrepreneurial opportunities through various training sessions, guest lectures, etc. we arrange various activities at campus so that overall development of student is ensured.

Institutional Leadership is aimed to achieve academic excellence through Governance, and Management. We have designed performance appraisal system for faculty members. Many faculty members have received incentives for research publication, attending FDP/Seminar/Workshop/Conference from Institute. IQAC suggests many initiatives to improve teaching learning process.

The Institute is focusing on two important practices namely "Sochdhara" lets research and "KSSA". Our distinctiveness lies in the "Learn and Do Approach" towards institutional objectives. This blended learning experience helps the students in inculcating both approaches to their professional life in tune with societal needs.

File Description	Document
Link for appropriate web in the Institutional website	View Document
Link for any other relevant information	View Document

5. CONCLUSION

Additional Information :

- The motto of Trinity Institute of Management and Research(TIMR) is to spread the light to imparting quality education. TIMR academic strength drives original and provocative business thinking, empowering students to challenge the conventional wisdom in a truly unique “Learn and Do” environment. TIMR, an Institution with a difference consequently strives to meet the industry expectations and live up-to meet the standards of the best MBA education. TIMR believes in building a Designer Persona in each student which is customized as per their capacity, dreams, and aspirations.
- TIMR aims for students’ academic and professional excellence through effective curriculum delivery, effective teaching learning process supported by various extra and co-curricular activities. Faculty members look for continual improvement in teaching methods to enhance knowledge base of the students. The learning level of students is assessed through continuous assessment evaluation. The main focus is not to make students confident but also a responsible and professionally able human being.

Concluding Remarks :

Trinity Institute of Management and Research(TIMR) aims at students’ complete development and progression. We have efficient system in place to inform students of various schemes of scholarships, EBC and other avenues available and any other benefit that can be availed by them. Students are made aware of various educational, employable and entrepreneurial opportunities through various training sessions, guest lectures, etc. we arrange various activities at campus so that overall development of student is ensured.

Institutional Leadership is aimed to achieve academic excellence through Governance, and Management. We have designed performance appraisal system for faculty members. Many faculty members have received incentives for research publication, attending FDP/Seminar/Workshop/Conference from Institute. IQAC suggests many initiatives to improve teaching learning process.

Blend of Modern and Traditional techniques used for holistic development of the students to make them globally competitive, technically sound, confident, ethically and socially responsible human beings.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.2	<p>Number of Add on /Certificate programs offered during the last five years</p> <p>1.2.2.1. How many Add on /Certificate programs are offered within the last 5 years.</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>3</td> <td>2</td> <td>2</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>0</td> <td>2</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Observation accepted</p>	2019-20	2018-19	2017-18	2016-17	2015-16	3	3	2	2	2	2019-20	2018-19	2017-18	2016-17	2015-16	3	0	2	0	0
2019-20	2018-19	2017-18	2016-17	2015-16																	
3	3	2	2	2																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
3	0	2	0	0																	
1.2.3	<p>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>118</td> <td>142</td> <td>86</td> <td>75</td> <td>72</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>131</td> <td>172</td> <td>86</td> <td>75</td> <td>72</td> </tr> </tbody> </table> <p>Remark : Observation accepted</p>	2019-20	2018-19	2017-18	2016-17	2015-16	118	142	86	75	72	2019-20	2018-19	2017-18	2016-17	2015-16	131	172	86	75	72
2019-20	2018-19	2017-18	2016-17	2015-16																	
118	142	86	75	72																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
131	172	86	75	72																	
1.4.1	<p><i>Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders</i></p> <p><i>1) Students</i></p> <p><i>2)Teachers</i></p> <p><i>3)Employers</i></p> <p><i>4)Alumni</i></p>																				

Answer before DVV Verification : B. Any 3 of the above
 Answer After DVV Verification: D. Any 1 of the above
 Remark : Observation accepted

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

2.4.3.1. Total experience of full-time teachers

Answer before DVV Verification : 40.04
 Answer after DVV Verification: 38.42

2.6.3 Average pass percentage of Students during last five years

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
103	45	36	27	83

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
103	44	35	33	78

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
105	52	50	33	91

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
105	59	50	48	101

Remark : Observation accepted

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0.35	0.41	0.27	0.29	0.23

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

Remark : Observation accepted

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
6	2	3	1	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
3	1	3	1	0

Remark : Observation accepted

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years

3.3.2.1. Number of research papers in the Journals notified on UGC website during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
9	7	1	1	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
4	3	0	0	0

Remark : Observation accepted

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

3.3.3.1. 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:

2019-20	2018-19	2017-18	2016-17	2015-16
1	2	9	1	2

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1	0	5	0	0

Remark : Observation accepted

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
17	14	8	6	5

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
6	7	4	4	3

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

3.4.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
110	114	95	72	96

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
87	76	69	57	77

Remark : Observation accepted

<p>3.5.1</p>	<p>Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year</p> <p>3.5.1.1. Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="306 392 1046 524"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>6</td> <td>2</td> <td>1</td> <td>4</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 602 1046 734"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Observation accepted</p>	2019-20	2018-19	2017-18	2016-17	2015-16	4	6	2	1	4	2019-20	2018-19	2017-18	2016-17	2015-16	0	0	0	0	0
2019-20	2018-19	2017-18	2016-17	2015-16																	
4	6	2	1	4																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
0	0	0	0	0																	
<p>3.5.2</p>	<p>Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years</p> <p>3.5.2.1. Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="306 1095 1046 1227"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>04</td> <td>03</td> <td>03</td> <td>03</td> <td>01</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1305 1046 1438"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>01</td> <td>01</td> <td>01</td> <td>01</td> </tr> </tbody> </table> <p>Remark : Observation accepted</p>	2019-20	2018-19	2017-18	2016-17	2015-16	04	03	03	03	01	2019-20	2018-19	2017-18	2016-17	2015-16	01	01	01	01	01
2019-20	2018-19	2017-18	2016-17	2015-16																	
04	03	03	03	01																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
01	01	01	01	01																	
<p>4.1.3</p>	<p>Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)</p> <p>4.1.3.1. Number of classrooms and seminar halls with ICT facilities Answer before DVV Verification : 5 Answer after DVV Verification: 0</p>																				
<p>4.1.4</p>	<p>Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)</p> <p>4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs) Answer before DVV Verification:</p>																				

2019-20	2018-19	2017-18	2016-17	2015-16
1.71	3.90	7.54	0.33	0.14

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

Remark : Observation accepted

4.2.2 **The institution has subscription for the following e-resources**

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases
6. Remote access to e-resources

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

Answer After DVV Verification: E. None of the above

Remark : Observation accepted

4.2.3 **Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)**

4.2.3.1. **Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0.71	0.63	0.49	0.78	0.10

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

Remark : Observation accepted

4.2.4 **Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year**

4.2.4.1. Number of teachers and students using library per day over last one year

Answer before DVV Verification : 32

Answer after DVV Verification: 19

Remark : Observation accepted

4.3.3 **Bandwidth of internet connection in the Institution**

Answer before DVV Verification : A. 250 MBPS

Answer After DVV Verification: E. < 5 MBPS

Remark : Observation accepted

4.4.1 **Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)**

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
4.38	8.35	10.13	5.14	1.15

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1.71	3.90	7.54	0.33	0.14

Remark : Observation accepted

5.1.2 **Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years**

5.1.2.1. **Number of students benefitted by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
73	82	44	98	121

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

Remark : Observation accepted

5.1.3	<p>Capacity building and skills enhancement initiatives taken by the institution include the following</p> <ol style="list-style-type: none"> 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. ICT/computing skills <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. 2 of the above Remark : Observation accepted</p>																				
5.1.4	<p>Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years</p> <p>5.1.4.1. Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 869 1046 1003"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>98</td> <td>119</td> <td>97</td> <td>67</td> <td>78</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1081 1046 1216"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>83</td> <td>69</td> <td>76</td> <td>67</td> <td>78</td> </tr> </tbody> </table> <p>Remark : Observation accepted</p>	2019-20	2018-19	2017-18	2016-17	2015-16	98	119	97	67	78	2019-20	2018-19	2017-18	2016-17	2015-16	83	69	76	67	78
2019-20	2018-19	2017-18	2016-17	2015-16																	
98	119	97	67	78																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
83	69	76	67	78																	
5.1.5	<p>The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : Observation accepted</p>																				
5.2.1	<p>Average percentage of placement of outgoing students during the last five years</p> <p>5.2.1.1. Number of outgoing students placed year - wise during the last five years.</p> <p>Answer before DVV Verification:</p>																				

2019-20	2018-19	2017-18	2016-17	2015-16
46	26	23	14	56

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
27	18	14	10	32

Remark : Observation accepted

5.2.2 Average percentage of students progressing to higher education during the last five years

5.2.2.1. Number of outgoing student progression to higher education during last five years

Answer before DVV Verification : 8

Answer after DVV Verification: 3

Remark : Observation accepted

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
03	13	02	00	01

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
02	08	02	00	01

5.2.3.2. Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
03	13	02	00	01

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16

03	13	02	00	01
----	----	----	----	----

Remark : Observation accepted

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-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 university/state/national / international level (award for a team event should be counted as one) year-wise during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0	1	1	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	1	1	0	0

Remark : Observation accepted

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

5.3.3.1. Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
13	6	7	4	4

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	1	1

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Answer before DVV Verification : C. 3 Lakhs - 4 Lakhs

Answer After DVV Verification: E. <1 Lakhs

Remark : Observation accepted

6.2.3 Implementation of e-governance in areas of operation

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : Observation accepted

6.3.4 **Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).**

6.3.4.1. **Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
12	12	12	16	16

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
11	12	10	15	14

Remark : Observation accepted

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

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality initiatives with other institution(s)**
3. **Participation in NIRF**
4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Answer before DVV Verification : C. 2 of the above

Answer After DVV Verification: D. 1 of the above

Remark : Observation accepted

7.1.2 **The Institution has facilities for alternate sources of energy and energy conservation measures**

1. **Solar energy**
2. **Biogas plant**
3. **Wheeling to the Grid**

	<p>4. Sensor-based energy conservation 5. Use of LED bulbs/ power efficient equipment</p> <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: D. 1 of the above Remark : Observation accepted</p>
7.1.4	<p>Water conservation facilities available in the Institution:</p> <ol style="list-style-type: none"> 1. Rain water harvesting 2. Borewell /Open well recharge 3. Construction of tanks and bunds 4. Waste water recycling 5. Maintenance of water bodies and distribution system in the campus <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: C. 2 of the above Remark : Observation accepted</p>
7.1.5	<p>Green campus initiatives include:</p> <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of Bicycles/ Battery powered vehicles 3. Pedestrian Friendly pathways 4. Ban on use of Plastic 5. landscaping with trees and plants <p>Answer before DVV Verification : A. Any 4 or All of the above Answer After DVV Verification: C. 2 of the above Remark : Observation accepted</p>
7.1.6	<p>Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: B. 3 of the above Remark : Observation accepted</p>
7.1.7	<p>The Institution has disabled-friendly, barrier free environment</p> <ol style="list-style-type: none"> 1. Built environment with ramps/lifts for easy access to classrooms. 2. Divyangjan friendly washrooms

3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
5. **Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

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

Answer After DVV Verification: D.1 of the above

Remark : Observation accepted

7.1.10 **The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**

1. **The Code of Conduct is displayed on the website**
2. **There is a committee to monitor adherence to the Code of Conduct**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : Observation accepted

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of courses offered by the Institution across all programs during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>162</td> <td>142</td> <td>142</td> <td>106</td> <td>106</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>28</td> <td>25</td> <td>25</td> <td>24</td> <td>24</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	162	142	142	106	106	2019-20	2018-19	2017-18	2016-17	2015-16	28	25	25	24	24
2019-20	2018-19	2017-18	2016-17	2015-16																	
162	142	142	106	106																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
28	25	25	24	24																	
2.1	<p>Number of students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>131</td> <td>172</td> <td>129</td> <td>100</td> <td>144</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>142</td> <td>172</td> <td>129</td> <td>100</td> <td>144</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	131	172	129	100	144	2019-20	2018-19	2017-18	2016-17	2015-16	142	172	129	100	144
2019-20	2018-19	2017-18	2016-17	2015-16																	
131	172	129	100	144																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
142	172	129	100	144																	

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
51	39	39	39	39

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
60	60	60	60	60

2.3 Number of outgoing / final year students year-wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
98	57	52	34	105

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
105	52	50	33	91

3.2 Number of sanctioned posts year-wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
12	12	12	16	16

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	1	1

4.2 Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
44.92	58.22	63.24	54.67	63.71

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
43.01	56.34	61.77	52.75	60.99

NAAC