



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**KJ'S EDUCATIONAL INSTITUTE, TRINITY COLLEGE OF
ARCHITECTURE**

**SR NO 25 AND 27 SASWAD KONDHWA ROAD NEAR BOPDEV GHAT PUNE
411048**

www.trinitycoa.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

As we stand poised at this point in time, a quarter of the way into the 21st century, the task before us is quite different from what it was in the previous millennia. Earlier knowledge dissemination was the key task of a teacher and in extension, an educational institution.

With this in mind K J Educational Institute (KJEI) was set up in 2008 by the Founder President, Shri Kalyan Jadhav in a pristine location at the foothills of the majestic Sahyadri mountain range. The location is far from the hustle and bustle of a major urban centre, Pune. This ensures a clean and pollution-free environment, but is also close enough to be a part of a city that is euphemistically known as the Oxford of the East. The campus started off as 110 acres and now stands at 124 acres .

In addition to about 11000 students, the campus also plays host to nearly 40 different resident species of birds and animals like the Chinkara deer, wild hare, mongoose, etc

Today, there are 9 colleges and an international school on the premises that comprise of 76007.00 sq.m in built-up area. Trinity College of Architecture was set up in 2015 and is now in the ninth year of existence, with four batches of students having graduated.

This covers the education of a child right from the school level to undergraduate as well as postgraduate level including diplomas. These are moreover in multiple disciplines within the same campus.. Going forward, as per the NEP 2020, students will have the option to take value-added courses from colleges in multiple disciplines for additional credits. For TCOA, being a part of KJEI will be a major advantage as these courses can be taken offline

We round off the education of students by sensitizing them to societal needs over and beyond the confines of the curriculum by CSR activities. In the past too, our parent institute has played a major role in this regard, which we aim to continue

Vision

TRINITY COLLEGE OF ARCHITECTURE is a school where we value the need for a good ethical and holistic education that will prepare students to take on ever changing situations and challenges that the future holds.

Mission

All of our efforts are aligned to make our students a better version of themselves. This is done through an educational experience that begins in the classroom and carries on into the field. The process is designed to make this journey enjoyable and enriching.

Core Values of Institute

- Social Empowerment and Change.
- To learn that architecture is based on a deep understanding of the world to live in.
- To make students aware that beauty captures within it many flaws and limitations that have to be accommodated.
- To understand that while IQ is important, it also to be accompanied by PQ (passion Quotient) and CQ (Curiosity Quotient) to achieve one's goals.
- To understand that the geometry and form of buildings has to be achieved through natural recourses, structural considerations and an adequate response to the climate.
- To help the students form their opinions and hold steadfast to them with regards to beauty, functionality, sustainability and all other aspects of design.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strength

1. Visionary leadership
2. Proactive and Transparent management
3. Culture based on respect and discipline.
4. Well-maintained and Adequate Infrastructure
5. Vast, well landscaped campus with all sports facilities
6. Good faculty recruitment policies
7. Good collaborations with practising architects for development of student and faculty
8. Holistic view of educational system as we are a part different educational institutions within the same campus.
9. Wi-Fi enabled campus.
10. Well established laboratories with adequate hardware and advanced software.
11. Visiting Faculty is having very good practical experience, which bridges the gap between academia and the field

Institutional Weakness

Institutional Weakness

1. Do not have liberty to make changes in curriculum as being an affiliated college
2. Funded research by Government and other leading Research and Development agencies are less than expectations
3. Access to the campus from the main city has poor infrastructure
4. Participation of alumni in the overall development of the college is less as not many batches have graduated.
5. Less research publications in peer reviewed International Journals having high impact factor.
6. Student input quality is less since most of students come from rural background
7. Frequent power outages increases dependence on diesel generator
8. Water supply is poor as the campus is outside the present municipal limits

Institutional Opportunity

Institutional Opportunity

1. Explore increased alumni involvement in academic and placement activities.
2. New education Policy: The new education policy opens up an opportunity for the institute to become a multidisciplinary university. The institute has meaningful interaction with various industries in tune with NEP and skill development programs.
3. Consultancy services can increase by forming a design cell and taking up external projects
4. Improvement of Faculty and student exchange programme with National and International Institutes
5. Enhancement of entrepreneurship among Students.
6. Having a hostel that houses 750 students and 10,000 plus day scholars can be used to run a Bio Gas plant and save on LPG consumption
7. Solar power generation can be enhanced to reduce dependence on MSEB power supply and frequent power outages
8. Rainwater harvesting can fulfil campus water needs

Institutional Challenge

Institutional Challenge

1. Geographical disadvantage: Being located in the fringes of the city, limitations to attract the talent-students and diverts faculties with industry experience from national and global regions.
2. Quality placement and internships: There are too many architecture colleges in the Pune region in particular and Maharashtra at large, which makes it difficult for students to get placements
3. Student's interest in research: The societal mind-set in the region is to get a job post degree completion. Resulting in lack of the student's interest in research as a further opportunity.
4. Meeting the ever changing requirements of industry and society as a whole along with rapidly changing technology.
5. Improving communication skills of students from rural background who otherwise are sound in technical competencies.
6. Increased involvement of industry professionals
7. Improving the quality of students seeking admission
8. Attracting research grants from funding agencies

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

We at Trinity College of Architecture, Pune (TCOA) offer a five years full time UG course in Architecture (B. Arch) affiliated to Savitribai Phule Pune University (SPPU). An academic year shall consist of two semesters of minimum 90 teaching days in each semester.

A well-designed curriculum ensures that students receive a comprehensive and relevant education that equips

them with the knowledge, skills, and mindset necessary for a successful career in architecture. A well-Defined Academic Calendar is prepared with reference to SPPU academic calendar and guidelines. Allocation of subjects to faculty and timetable preparation is done well in advance. Professionals highly experienced in the field are also extended invitations to serve as visiting teachers. Each faculty member develops a teaching plan for their assigned subjects. Workshops, site visits, guest lectures, study tours, settlement study tours and supplementary sessions are organized. The institute keeps careful track of what students are supposed to learn, the tests they take, and the material they study in their courses. The institute also keeps checking and getting input from course exit surveys which collectively inform enhancements to the pedagogical processes.

Trinity College of Architecture (TCOA) places a significant emphasis on instilling professional ethics and a sense of social responsibility. TCOA is renowned for its strong commitment to professional ethics and social responsibility. Practical training exposes students to real-world experiences through internships supervised by registered principal architects recognized by the COA. Inclusivity and Gender Equality: TCOA is also dedicated to fostering inclusive design across all architectural projects. The institution integrates universal design principles into every design endeavour, ensuring that projects are accommodating to all genders. Environmental Consciousness and Sustainability: At TCOA, a deep commitment to environmental sustainability permeates the curriculum. This involves integrating sustainable measures such as rainwater harvesting, sewage treatment, and renewable energy sources. Human Values: TCOA places a premium on human values. Its curriculum underscores broad concerns such as social responsibility, sustainability, and ethical conduct. TCOA extends opportunities for students to engage with environmental and sustainability matters through study tours, immersing them in real-world learning environments.

Teaching-learning and Evaluation

At Trinity College of Architecture, lectures and studios on various subjects are combined based on their Knowledge sphere like Design, technology, and theory and Allied. Vertical studios are conducted in variety of subjects like technology based or design based to encourage peer learning among students. In TCOA we set up several building construction & material workshops at our construction yard so that students may learn practical experience. ICT tools like PPT, videos, 3d models, virtual model on software's etc. provide virtual experiences to assist experiential learning. TCOA aids students in engaging in a Documentation study on the chosen subject every Year. Open juries, PowerPoint presentations, and case study presentations are all encouraged and promoted by TCOA.

Trinity College of Architecture's internal assessment process of students is highly transparent, and all are well known with the evaluation process for Theory, Sessional and viva examinations. SPPU i.e. Savitribai Phule Pune University gives the guidelines which we follow to perfection. TCOA exam department also organises an orientation programs to inform students about evaluation process and the rules and regulations of the university exams. Class Co-ordinators explain the subject's weightage, credit and syllabus. All the exam related grievances is handled by class coordinators and exam coordinator. Also students can approach Class In charges in case of any clarification regarding internal marks and sessional marks.

Every faculty prepares CO and PO statements which are scrutinized by the academic committee and the Principal. The continuous evaluation process (CIE) and semester end evaluation (SEE) with consent of committee forms foundation for establishment of attainment. The faculty focuses to develop the design ability, impart knowledge about various aspects of Architecture and develop various skills of students which are the COs of curriculum which at the end helps to attain POs. Each subject is designed with specific course outcome.

The course outcome is mapped with program outcome and program specific outcome. Students' performance is mainly evaluated by evaluation methods such as direct methods and Indirect Methods.

Research, Innovations and Extension

Trinity College of Architecture has always supported and promoted research and development. The Institute encourages both its faculty and students to actively participate in conferences, seminars organized by various institutions. Also encouraged to attend various competitions, workshops, field visits and get on hands-on experience of it. R&D Cell is also encouraging to create awareness among students and faculty members by organizing workshops, seminars and guest lectures by architects, industry representatives and academicians. Participation in The National Association of Students of Architecture (NASA, India) and attend workshop in other institutes to provide students with a platform to interact with professionals in the field of architecture and gain exposure to the latest trends and developments in the industry which enhance their knowledge and skills and also boosts their confidence. TCOA participates in Beach cleaning directly contributes to the reduction of plastic waste and other debris that can harm marine life and ecosystems. It helps maintain the beauty and ecological balance of coastal areas. TCOA organizes camps which provide an opportunity for early detection of medical conditions and diseases, which can lead to timely interventions and improved health outcomes.

Trinity college of Architecture is been a prestigious educational institution that has been recognized for its excellence in education and overall contribution to society. Trinity College of architecture has been awarded harit sena certificate in 2019 for green activities. Trinity College of architecture has been awarded harit sena certificate in 2019 for green activities. Trinity College of architecture has been awarded harit sena certificate in 2019 for green activities. Trinity College of architecture has been awarded village cleaning certificate by the gram panchayat of Garade nagar village

Infrastructure and Learning Resources

The campus' 112 acres of lush vegetation ensure appropriate accessibility and efficient use of the building's infrastructure i.e. 5 acres of allotted part for educational activities. Utilizing the terrain already present, the college used quarry to store water as part of a rainwater collection plan. TCOA has Wi-Fi LAN and Public Addressable capabilities, the Institute's seminar room can accommodate approximately 125 people. Various events, including as student gatherings, anti-ragging campaigns, national gatherings, exhibition activities, etc., are hosted in the seminar room.

The institute offers the students space for both indoor and outdoor games. The campus possesses adequate facilities for sports, games and cultural activities. The total area of sports fields is 24,500 m² with an international swimming pool.

Trinity College of Architecture library is established in 2015 from the first year of establishment of College. The Library observes complete open access for all users. The library is using manual as well as online systems for transaction of books & other activities like book circulation, cataloguing & classification. The Library collection includes textbook, reference books, encyclopaedia, B. Arch Student Thesis, News Paper & Audio-video Material. The Library has 1696 Books with 1335 Titles. Along with 8 national & 2 International Journals.

The Library is fully computerised & has digital section with 6 Computers with modern infrastructure. Where's

from student & staff can get access to various databases like k-hub, NDL, Shodhaganga etc. For Efficient working of library, library committee has been formed. The committee has planning & executing procedures for smooth functioning of the library.

The Internet Facility provides ample opportunity to explore internet resources, other programs for academic research and training activities. The College has excellent IT infrastructure. The internet connection is being provided with ratio 1:1 with 100 mbps speed. The same is covered by an alternate link of 100 mbps broadband. The college has well-connected LAN facility which is a hybrid LAN in terms of wired connectivity with star topology. The speed for LAN is 100 mbps, with which all the departments, library, administrative office, all lab and hostel.

Student Support and Progression

The purpose of the Alumni association is to support the alumni and enable them to significantly contribute to the institutional growth via both financial and non-financial methods, Institutional Vision, Leadership, and Strategy growth. Additionally, it gives them access to employment prospects and can advance their technical expertise. Alumni often participate in volunteer initiatives including student mentorship programmes. They contribute significantly to the scholarships given to worthy students as well. Alumni connect with students and provide their knowledge and tips.

TCOA promote a long-lasting link between the Institute and Alumni, to share their expertise and experiences, to aid in the growth of the Institution, and to assist in the professional and academic advancement of the students. TCOA direct basic and advanced research in several educational areas in order to continuously improve upon the current systems, practices, and methods. TCOA award students who are scholarly worthy with awards, grants, and free voyages. TCOA plan and organise tournaments at the district, regional, national, and international levels within the boundaries of the state of Maharashtra. To provide meritorious players or organizations helping to promote the game in Maharashtra State with scholarships, trophies, and other aid. Through offering skill training in a current profession or launching a new one, to provide work possibilities for rural residents living below the poverty line.

Governance, Leadership and Management

Institute has Internal Quality Assurance Cell (IQAC), constituted with its prime 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.

IQAC is the central body within the College to continuously review the teaching-learning processes of all the programs. IQAC coordinator and Academic coordinator take the review of the teaching-learning process. The academic calendar is prepared in line with the Academic calendar of University. We conduct internal academic audits by IQAC at end semester. Head of the institute and Members of IQAC work as internal auditors. Annual external academic audit is carried out by a committee comprising of external academic experts from reputed institutions to ensure the quality in teaching and learning and other academic processes followed. The auditing process helps to further improve the system.

The institute practises decentralised government. The principal is in charge of overseeing all operations inside the institute. Principal serves as the final authority and generally concentrates on administrative tasks and

financial management. The 'Academic Co-ordinator' is in charge of the department's administration and academic activities, and is accountable for both academic performance and activities. These include creating the timetable, assigning the topics to the faculty, creating the academic calendar, and giving the faculty interim responsibilities in the event that the regular faculty is not present.

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression. Financial activities of institute are governed by KJ's Educational Institute, Pune, and the Present organization. The institute prepares the annual budget is prepared in the month of March and approval by Trust. The institute follows the expenditure pattern according to the budget duly sanctioned by Trust. Daily accounting is done in books of accounts according to guidelines of state governments, Fee Regulatory Authority and Institutions of Chartered Accountants.

Institutional Values and Best Practices

TCOA key goal is to ensure that the institute has gender equality and that both students and faculty may participate in activities in a neutral environment. It guarantees everyone will have an equal chance. TCOA offers co-education where girls and boys students are encouraged to work together in various curricular, co-curricular, and Extra-curricular and sports activities. There is no discrimination done between girls and boys, for any activity happening in college.

The institute has been commemorating several occasions like Marathi bhasha din, or Marathi day that encourage cultural, regional, and linguistic inclusivity. TCOA organizes Orientation Week and an orientation activity like a visit to a heritage site to encourage social integration and enable first-year students get to know one another. To raise awareness of Maharashtra's heritage, the institution regularly hosts heritage walks. These activities are intended to promote community feeling among the kids by assisting them in developing relationships with society.

The students are exposed to different culture, region, and tradition through study tours and settlement study. Through diverse social events, sustainable practises are used to promote architecture and the arts.

In order to guarantee that the students receive the greatest education possible, TCOA offers a top-notch infrastructure with cutting-edge facilities. Smart Labs, Digital Classrooms, studios, and workshops are available at the college, which offers a supportive learning atmosphere. A computer lab with the most recent software and hardware is also available at the college. At the Trinity College of Architecture, We focus on promotion of students from rural and urban backgrounds simultaneously to create cohesive learning environment. TCOA has given students access to a variety of cultures and styles through various activities like site visit, case study, Settlement study, study tour, Heritage walks etc.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	KJ'S EDUCATIONAL INSTITUTE,TRINITY COLLEGE OF ARCHITECTURE
Address	Sr no 25 and 27 saswad kondhwa road near bopdev ghat Pune
City	Pune
State	Maharashtra
Pin	411048
Website	www.trinitycoa.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	B S Keshav	8956-109867		-	
IQAC / CIQA coordinator	Namrata Patil	-	9403452383	-	namratapatil.tcoa@kjei.edu.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

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
COA	View Document	26-06-2023	12	Current AY

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	Sr no 25 and 27 saswad kondhwa road near bopdev ghat Pune	Rural	5	5100.33

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BArch,Architecture,	60	HSC	English	40	30

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	1				3				10			
Recruited	1	0	0	1	1	2	0	3	3	7	0	10
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				10
Recruited	4	6	0	10
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				2
Recruited	1	0	0	1
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	2	0	3	7	0	13
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female	Others	Total
		1	5	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	13	0	0	0	13
	Female	15	2	0	0	17
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	1	0	0
	Female	0	4	0	0
	Others	0	0	0	0
ST	Male	0	0	1	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	2	3	4	2
	Female	0	4	3	2
	Others	0	0	0	0
General	Male	4	4	0	10
	Female	2	5	2	6
	Others	0	0	0	0
Others	Male	0	2	0	0
	Female	0	1	0	0
	Others	0	0	0	0
Total		8	24	10	20

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The National Education Policy (NEP) 2020 has given guidelines on the development of the creative potential of each individual. This aspect of the NEP is very much suited to the current architecture
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syllabus as approved by the Council of Architecture, that is the apex body governing architectural education in India. Individual students can choose elective subjects as per their strengths and/or interests. This is being done under the guidance of trained and experienced faculty. The NEP 2020 is based on the principle that education must develop cognitive capacities, 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving and also social, ethical, and emotional capacities. Again, this is inherent in the structure of Architectural education. For example, in the first four years, even though the entire class is given a common architectural project to design, all are supposed to respond with individual designs, which include all of the above-mentioned parameters. Taking the structure of the syllabus as a basic guideline, faculty are encouraged to innovate with respect to teaching methodology. Horizontal co-ordination between different subjects is a key factor as all the subjects ultimately give input to the architectural design. This has been addressed by faculty meeting often, sharing best practices, taking joint classes and jointly evaluating students' assignments. Further, feedback is given to the chairpersons of various subjects so that lacunae, if any, in the prescribed syllabus can be covered. In addition, suggestions are made so that the syllabus can be fine-tuned and made relevant as per rapidly changing situations in the field.

2. Academic bank of credits (ABC):

An Academic Bank of Credit (ABC) which would digitally store the academic credits earned from various recognized HEI (Higher Education Institution) so that the degrees from an HEI can be awarded taking into account credits earned is a key component of the NEP-2020 that academic institutions need to implement. Integrating Higher Education Institution in a globalized space is critical and urgent as we move forward. The institute shall make necessary arrangements and amendments in the academic system. There shall be a dedicated system to promote effective management of 'Academic Bank of Credits'. We also recommend that this exchange of academic credits not be restricted to HEIs within the University we are affiliated to, but thrown open to any HEI within the country or even abroad, where a student can attend classes online or

<p>3. Skill development:</p>	<p>offline as per his/her convenience</p> <p>To address the skill development component as envisaged in NEP-2020, the institute has taken efforts to strengthen the curriculum with adequate skill development content. The curriculum with develops skills of students like creativity and innovation, critical thinking and higher order thinking capacities, problem solving abilities, communication skills, teamwork, planning and organizing, lifelong learning, commercial awareness, adaptability or flexibility through industry ready curriculum. Students are motivated to participate in extracurricular activities and organizing events, on and off the campus, to explore a number of qualities like managerial skills/leadership skills, planning and enterprising skills, and interpersonal skill. The institution is offering value-based education to inculcate positivity amongst the learned that include the development of humanistic, ethical, constitutional, and universal human values, citizenship values, and also life skills . Further the institution shall tie-up with state and central government initiative to promote skill development. For example, our students have taken membership in a forum called, FEED (Forum for exchange and excellence in design). This forum organizes a series of lectures by industry experts on a regular basis. The timings are also kept between 6:00 and 8:00 PM at a centrally located venue in Pune. Hence, our students and faculty can attend these lectures without hampering their regular studies. This gives them much-needed exposure to topics that may be related to their course either directly or indirectly. Apart from this, limited duration workshops are also conducted in topics such as ‘Use of bamboo as a renewable construction material’, ‘Ferro-cement as an alternative to Reinforced Cement Concrete’ and so on. We now are undertaking a project in the ongoing semester, where the students of second, third and fourth year will construct a semi-covered cafeteria in the campus. This will be a method of learning by doing or kinaesthetic learning, which is far more powerful than the traditional method of audio-visual lectures. Another project in the pipeline is to redesign a busy traffic node, called Khadi Machine chowk near our campus. This particular node is currently a nightmare that traffic police also</p>
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	<p>are unable to control. This would come under the subject, 'Urban studies'. In this way, we will also be making our contribution to the society</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>As a part of NEP-2020 implementation, the institution shall float an environment where student can engage in teaching learning in their mother tongue (regional language). Student shall be motivated to use SWAYAM platform for learning courses of Architecture in regional languages. This is particularly relevant to our college. We are situated on the Pune Saswad road, at the base of the magnificent Sahyadri mountain range. Though this gives us a clean, pollution free environment, there is a downside to it. We do not attract many students from the main city. However, this can be construed as a blessing in disguise. The larger percentage of our students come from smaller towns outside Pune, like Saswad, Jejuri, Purandar, etc. They face difficulties due to their poor comprehension and ability with spoken or written English. Currently our faculty take care to ensure that they understand by slowing down their lectures and translating into Marathi wherever necessary to make students understand some of the difficult concepts. The ability to express the views, ideas, thoughts, opinions, etc., by the student is being addressed with a mix of English and local languages. The cultural expressions among the students are developed by motivating them to participate in various cultural activities This is also evident, especially in the choice of topics by students of their thesis project in the final year. Students are encouraged to take topics related to conservation, not just of tangible heritage like forts and palaces, but also revival of extinct or nearly extinct languages, medicine, technology, performing arts, music, martial arts and so on. In the process, they do extensive research and come up with practical solutions that keep alive the vast treasure house of knowledge that is our civilization, which is the oldest surviving civilization in the world The proposal to allow students to learn in their mother tongue, either offline or online will be a welcome move and shall be implemented without any delay</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The institute follows the outcome based education (OBE), system which is reflected in the curriculum design, teaching & learning process and assessment of the students. The institution adheres to the</p>

	<p>National Board of Accreditation norms to prepare the curriculum with clearly stated Institute Vision & Mission, Department Vision & Mission, Programme Educational Objectives (PEOs), Programme Outcomes (POs), Programme Specific Outcomes(PSOs), and course outcomes (COs). The entire process is aimed to realize the value-addition in transforming students admitted to the Programme into capable technocrats, having sound domain knowledge and a satisfactory level of professional technical skills. The institute focuses on effective learning that requires a comprehensive approach involving appropriate curriculum, engaging pedagogy, continuous formative assessment, and adequate student support. The curriculum is interesting and relevant, and updates regularly to align with the latest knowledge requirements and to align with the latest knowledge requirements and to meet specific learning outcomes. The assessment methods are scientific, designed to continuously improve learning and test the application of knowledge. As opposed to one examination at the end of the year or semester, continuous assessment in 70% of the subjects allows a student to catch up even if he is lagging behind at the beginning due to circumstances beyond his/her control Curriculum, pedagogy, continuous assessment, and student support are the cornerstones for quality learning. Along with providing suitable resources and infrastructure, such as quality libraries, classrooms, labs, technology, sports/recreation areas, student discussion spaces, and dining areas, a number of initiatives are taken to ensure that learning environments are engaging and supportive, and enable all students to succeed.</p>
<p>6. Distance education/online education:</p>	<p>Online education has broken through geographical and mental barriers, creating interaction of expert and students located at great distances from each other. This can be considered as the new normal, as envisaged in the New Education Policy as well. In this regard, the institute has implemented online course through National schemes like SWAYAM, NPTEL etc. for our students and credits can be earned against elective courses. Due to the experience gained during the lockdown periods due to Covid-19, access to online resources by educator and students are no longer a constraint. Students are encouraged to</p>

do MOOC courses at the institute. Further, the Institute has successfully imparted all its course content in an online mode during the Covid-19 pandemic with tools such as Zoom, Google Meet, WebEx app etc. Sensing the need for the distance mode/online mode, learning management systems are made mandatory for the entire faculty to promote online education. Required digital infrastructure has been updated to support digital learning, Appropriate existing e learning platforms are strengthened and content creation and dissemination is encouraged in academic practices.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>The major goal of the Electoral Literacy Club at Trinity College of Architecture Pune is to educate the student body about their democratic rights, including the right to vote. To inform the students about voter registration, the election process, and related topics, we run awareness programmes. By sending our non-teaching professionals, we assist the election commission throughout the full election process at assembly constituency and teacher constituency election programmes. We also hold street plays, poster presentations, elocution competitions, essay writing contests, and other events to raise awareness of election processes.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The Institution has the ELC functional with student's coordinator and Faculty Coordinator. It was Established in the year 2023, Electoral Literacy Club has been constitutes as per the directions of Election commission of India to spread electoral literacy among the students. Objectives: 1. To educate the targeted population about voter registration, electoral process and related matters through hand of experience 2. To facilitate voter registration for its eligible members who are not yet registers. 3. To harness the potential of ELC member of carrying the electoral in communities.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of</p>	<p>Activities carried out by Trinity College of Architecture's Electoral Literacy Club. 1. To inform the population in the adjacent villages, our students take part in voter awareness campaigns. 2. To</p>

<p>students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>promote awareness and interest through seminars among academic staff and students. 3. Provide practical education to the target people regarding voter registration, the electoral process, and associated topics.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The ELC pursues projects that are socially relevant to election-related issues, including awareness campaigns, producing content, and publishing materials that showcase their commitment to strengthening democratic principles and involvement in political processes. 1. To guarantee that the target audience exercises their right to vote in a self-assured, relaxed, and morally responsible way by helping them realise the importance of their vote. 2. To promote educated, ethical voting and uphold the principles of "Every vote counts" and "No Voter to be Left Behind" by creating a culture of civic engagement.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Students over the age of 18 who must register as voters are educated about their democratic rights, which include the right to vote in elections. To provide a hands-on introduction to the democratic system, we organise mock elections. We also hold debates, mock parliaments, elocution contests, essay contests, and other programming to raise understanding of electoral processes.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
96	113	135	120	103

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

2 Teachers

2.1

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

Response: 48

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

2.2

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

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

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
38.39	31.89	64.09	36.15	60.91

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

We at Trinity College of Architecture, Pune (TCOA) offer a five years full time UG course in Architecture (B. Arch) affiliated to Savitribai Phule Pune University (SPPU). An academic year shall consist of two semesters of minimum 90 teaching days in each semester.

A well-designed curriculum ensures that students receive a comprehensive and relevant education that equips them with the knowledge, skills, and mindset necessary for a successful career in architecture. At TCOA, our commitment to providing a high-quality education is underscored by our meticulously designed and well-documented process for curriculum planning and delivery.

1. A well-Defined **Academic Calendar** which includes dates of commencement & conclusion of each semester, mid-term submission & in-sem exams, end semester exam dates, holidays, preparation time for end sem exams and other important event dates is prepared with reference with reference to SPPU academic calendar and guidelines.
2. **Allocation of subjects** to faculty and **timetable preparation** is done well in advance to allow faculty members ample time for **subject preparation**, creation of course materials such as design brief, lecture notes, presentations, question banks, and other study resources. Subjects are assigned to faculty members based on their competencies, specializations, and areas of expertise. Professionals highly experienced in the expansive field of the construction industry are also extended invitations to serve as **visiting teachers**.
3. Each faculty member develops a **teaching plan** for their assigned subjects. **The Academic Coordinator**, Principal and IQAC (Internal Quality Assurance Cell) closely monitor adherence to the academic calendar, timetable, and teaching plans.
4. Workshops, site visits, guest lectures, study tours, settlement study tours and supplementary sessions are organized. Subject in-charges maintain records of daily attendance, continuous internal assessment and submission records for their respective lectures.
5. The institute keeps careful track of what students are supposed to learn, the tests they take, and the material they study in their courses. The institute also keeps checking how well the lessons and teaching methods are working to help students meet their learning goals. This is done by asking students for their feedback, internal assessment, and getting input from course exit surveys which collectively inform enhancements to the pedagogical processes.
6. Each of the aforementioned factors guarantees that students obtain a high-quality education that is in accordance with the overarching educational objectives of the institution.

File Description	Document
Upload Additional information	View Document

1.2 Academic Flexibility

<p>1.2.1</p> <p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Response: 10</p>	
File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document

Other Upload Files	
1	View Document

<p>1.2.2</p> <p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>Response: 64.2</p>											
<p>1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>90</td> <td>105</td> <td>60</td> <td>67</td> <td>42</td> </tr> </tbody> </table>		2022-23	2021-22	2020-21	2019-20	2018-19	90	105	60	67	42
2022-23	2021-22	2020-21	2019-20	2018-19							
90	105	60	67	42							

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Trinity College of Architecture (TCOA) places a significant emphasis on instilling professional ethics and a sense of social responsibility within its curriculum. This focus is woven into various subjects like Environmental Studies, Climatology, Professional Practice, Sustainable Architecture, Architectural Conservation, Practical Training and Building Services.

Professional Ethics: TCOA is renowned for its strong commitment to professional ethics and social responsibility. These principles are seamlessly integrated throughout the college's academic program. Notable subjects like communication skills, professional practice, and thesis projects are designed to reinforce these values.

Practical training exposes students to real-world experiences through internships supervised by registered principal architects recognized by the COA. This practical engagement equips students with hands-on skills while also imparting ethical insights relevant to the architectural profession. Effective communication, a cornerstone of ethical conduct, is prioritized in TCOA's curriculum to ensure students can adeptly interact with clients, stakeholders, and fellow professionals.

Inclusivity and Gender Equality: TCOA is also dedicated to fostering inclusive design across all architectural projects. The institution integrates universal design principles into every design endeavour, ensuring that projects are accommodating to all genders. Collaborative work, irrespective of gender, is actively encouraged. The college provides equal opportunities for participation in exhibitions, design competitions, and other platforms for showcasing creative prowess. Design projects are intentionally gender-neutral, providing a platform for students to express their inherent abilities and contribute to gender parity within the institute.

Environmental Consciousness and Sustainability: At TCOA, a deep commitment to environmental sustainability permeates the curriculum. The college interweaves ecological concerns into diverse subjects such as climatology, second-year environmental studies, landscape architecture, and sanitary systems design. Students are actively encouraged to think critically and creatively about the ecological impact of architectural practices and to formulate innovative solutions for reducing this impact. A focal point is sustainable architecture, preparing students to address the challenge of designing buildings that minimize carbon emissions. This involves integrating sustainable measures such as rainwater harvesting, sewage treatment, and renewable energy sources.

Human Values: Distinguishing itself, TCOA places a premium on human values. Its curriculum underscores broad concerns such as social responsibility, sustainability, and ethical conduct. A comprehensive spectrum of subjects, including architectural history, project management, village settlement studies, and internships, reflects this commitment. Collaborative learning strategies nourish a culture of inclusivity and teamwork. TCOA strives to produce architects who are socially conscious, compassionate, and capable of positively influencing the global community.

TCOA extends opportunities for students to engage with environmental and sustainability matters through study tours, immersing them in real-world learning environments. In essence, TCOA nurtures students' critical aptitude toward environmental issues and sustainability considerations, cultivating future architects who can responsibly design structures aligned with ecological and societal needs.

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

1.3.2

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

Response: 100

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

Response: 96

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 51.11

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	8	24	10	20

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
40	40	40	40	20

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 46.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	2	15	8	4

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

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

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 6.4

2.3 Teaching- Learning Process

2.3.1

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

Response:

Teaching Learning Process -

1. Knowledge sphere based Learning: At Trinity College of Architecture, lectures and studios on various subjects are combined based on their Knowledge sphere like Design, technology, and theory and Allied. These aid students in connecting the many disciplines. Students benefit from expanding their design horizons and improving the realism of their building model as a result.

2. Peer learning: Vertical studios are conducted in variety of subjects like technology based or design based to encourage peer learning among students. This enables junior students to communicate with seniors and comprehend the topic for better understanding. Seniors and juniors both are benefitted from this teamwork since it allows them work in group; promote sharing of knowledge as well as team building among them.

3. Co-operative Learning – In TCOA, we split the same class into several groups so that everyone may collaborate, share knowledge, and develop team building. Students gain knowledge of teamwork, analysis, investigation, work ethics, and objective thought via this procedure. The whole exercise is critically assessed by faculty on the basis of numerous factors like communication skill, research, presentation and critical analysis.

4. Experiential Learning – In TCOA we set up several building construction & material workshops at our construction yard so that students may learn practical experience. Students benefit from site visits in variety of disciplines by acquiring experience on the ground. As students observe work being done on the job, site visits provide experiential learning. ICT tools like PPT, videos, 3d models, virtual model on software's etc. provide virtual experiences to assist experiential learning.

5. Documentation Based Learning – TCOA aids students in engaging in a Documentation study on the chosen subject every Year. In this manner, students create measurement drawings, photographic documentation, material identification, circulation & space identification, which aid them in understanding the structure more efficiently and implementing the learning in their own Design.

6. Participative Learning: Open juries, PowerPoint presentations, and case study presentations are all encouraged and promoted by TCOA. In open juries, students exhibit their work in front of a panel that includes faculty members and External jurors. This method gives students access to a wide range of perspectives from many faculties, which is to their advantage. This aids in the creation of rational and environmentally friendly designs.

7. Brain Storming Sessions: TCOA adopts several methods towards brain storming session for addressing problems students encounter like SWOT analysis, mind-mapping exercises, research writing, time management, conceptual thinking, and article writing. These exercises promote critical thinking, peer learning, communication skills, prototype development, experiential learning, and other abilities.

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

2.4 Teacher Profile and Quality

<p>2.4.1</p> <p>Percentage of full-time teachers against sanctioned posts during the last five years</p> <p>Response: 100</p>											
<p>2.4.1.1 Number of sanctioned posts year wise during the last five years</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>15</td> <td>15</td> <td>15</td> <td>15</td> <td>15</td> </tr> </tbody> </table>		2022-23	2021-22	2020-21	2019-20	2018-19	15	15	15	15	15
2022-23	2021-22	2020-21	2019-20	2018-19							
15	15	15	15	15							
File Description	Document										
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document										

<p>2.4.2</p> <p><i>Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)</i></p> <p>Response: 1.33</p>											
<p>2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> </tr> </tbody> </table>		2022-23	2021-22	2020-21	2019-20	2018-19	0	0	0	0	1
2022-23	2021-22	2020-21	2019-20	2018-19							
0	0	0	0	1							

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Trinity College of Architectures internal assessment process of students is highly transparent, and all are well known with the evaluation process for Theory, Sessional and viva examinations. SPPU i.e. Savitribai Phule Pune University gives the guidelines which we follow to perfection.

Theory exam – All Theory subjects having In-semester examination marks are displayed on notice board as soon as the evaluation is completed. Students who score below passing marks are given the opportunity to improve their marks by giving them assignments.

Sessional - Viva exam – Faculties are appointed for the students who are poor learner or for the students who have a back log in said course. The Institution offer remedial classes during the semester and at the end of the semester .These students have to attain minimum 4 reviews before final examination.

TCOA exam department also organises an orientation programs to inform students about evaluation process and the rules and regulations of the university exams. Class Co-ordinators explain the subject's weightage, credit and syllabus. Exam department ensures proper up keeping of documents in Exam room.

In case of any copy case we add the student's entry on exam portal on the same day. We follow the exam hierarchy that goes by following sequence – junior supervisor reports to internal senior supervisor who consults with External senior supervisor and ask CEO to make an online o& offline copy case.

All the exam related grievances is handled by class coordinators and exam coordinator. Also students can approach Class In charges in case of any clarification regarding internal marks and sessional marks. Any grievances related to external university examinations are addressed by the examination coordinator to the SPPU University, with correspondence and telephonic communication to resolve issues such as hall

ticket and seat number, result declaration, form submission, and spelling mistakes on documents etc. We also have an Internal Squad system in place for internal assessments. All together we take great care to ensure an effective assessment system.

Exam form link for SPPU - <http://exam.unipune.ac.in/Pages/ExamFormsOnline.html>

File Description	Document
Upload Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

Trinity college of Architecture offers five years full time degree course in Architecture 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 Cos.

KJ'S Trinity College of Architecture uses Course Outcomes and Programme Outcomes at more granular scale. Faculty divides their courses into smaller units such as modules or weeks, and establishes learning outcomes for these smaller units that map onto the larger course-level outcomes. As the level of analysis becomes smaller, from course to module to assignment, the learning outcomes tend to be more specific and easily quantifiable.

Every faculty prepares CO and PO statements which are scrutinized by the academic committee and the Principal. The continuous evaluation process (CIE) and semester end evaluation (SEE) with consent of committee forms foundation for establishment of attainment.

The faculty focuses to develop the design ability, impart knowledge about various aspects of Architecture and develop various skills of students which are the COs of curriculum which at the end helps to attain POs.

Subjects in the Architecture curriculum are majorly classified under components such as design, humanities and technology with different Cos and POs for each subject. All the COs are mapped by on the basis of following POs w.r.t subjects -

- PO1 – DESIGN/SPATIAL
- PO2 – PROFESSIONAL COMPETENCE
- PO3 – TECHNICAL COMPETENCE
- PO4 – CRITICAL THINKING
- PO5- SOCIAL RESPONSIBILITY
- PO6-QUANTITATIVE REASONING
- PO7- THEORETICAL FOUNDATION
- PO8- INNOVATIVE THINKING

The following are the ways by which TCOA conveys POs and COs to faculty and students-

- TCOA Website- University syllabus with course objectives and COs and POs are displayed on website for clear understanding of expected outcomes of students and faculty.
- Admission Prospectus –To make students conscious about learning and expectations of course; POs, PSOs and COs are included in the admission prospectus at the start of journey.
- Induction Programme – Considering the importance of welcoming and giving idea of course and preparing students for their new role, students are made aware of Aim, Objective And Expectations; information regarding COs, POs are included in Induction.

Use of Places to Portray Information -

1. **Entrance** –Institutes VISION, MISSION AND POLICIES in a line with POs and COs are portrayed at entrance to ensure.
2. **Lobby, Passages and staircase** - For easy access to information along the way of moving pattern; notice boards are used to display information’s time to time.
3. **Meetings** – Periodic faculty meetings are held to ensure assessments and assignments in line with COs and POs.
4. **Course files** – The COs and POs related to respected subjects are maintained by faculty by applying above methods.
5. Institute ensures working of everyone towards the achievement of desired outcomes.

File Description	Document
Upload Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Trinity College of Architecture evaluates the attainment of COs, POs and PSOs through its evaluation system and the external and internal evaluation data is considered for the attainment level of course outcome and corresponding program outcome.

Faculty implies interrelated Pedagogies for different subjects as in lectures, seminars and studios to impart knowledge and skills to students. Each subject is designed with specific course outcome. The course outcome is mapped with program outcome and program specific outcome. Students' performance is mainly evaluated by evaluation methods such as direct methods and Indirect Methods.

The attainment of the Programme Outcomes, Program specific outcomes and course outcomes are evaluated by the institute using following parameters:

Mapping of POs related to subject COS

By Taking Feedbacks – From Faculties and Students

Analysis - Understanding Strengths, Weakness, Opportunities

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.

Direct method- Tools for evaluation by direct method are:

SUBJECT CATEGORY	INTERNAL EVALUATION	EXTERNAL EVALUATION	OVERALL THE ATTAINMENT OF POs,COs
SUBJECTS- SESSIONAL AND SESSIONAL+VIVA	Periodic assessment on the basis of Assignments, Presentations In The Form Of Drawing Portfolios, Power point presentations, Models (Physical/Virtual) Etc.	By external examiners appointed by SPPU	<ul style="list-style-type: none"> • University results • Feedback from Students • Juries Conducted for Students
THEORY SUBJECTS	Based on oral tests and written tests by online or offline mode.	<ul style="list-style-type: none"> • Midterm exams • University exams 	

Periodic assessment:

Periodic assessment on the basis of Assignments, Presentations in The Form of Drawing Portfolios, Power point presentations, Models (Physical/Virtual) Etc.

Tools for Evaluation by indirect method are :

Periodic assessment on the basis of -

- **Certification**
- **Internal Assessment**

For the attainment of the Programme outcomes, program specific outcomes and course outcomes by indirect method; institute conducts workshops, seminars and motivate students to enroll in following value added courses:

Course Code	Course Title	Duration (Hours)
TCOA01	AutoCAD Essentials: From Foundations to Professional Drafting	36
TCOA02	Architectural photography	30
TCOA03	Heritage Conservation	40
TCOA04	Mastering Architectural Visualization: SketchUp and Lumion	42
TCOA05	Sustainable Design and Green Building	40
TCOA06	Mastering Architectural Visualization: Photoshop	36
TCOA07	Designing Interiors: A Value-Added Course	30
TCOA08	Revit software fundamentals course	42

The institution uses a variety of assessment techniques, including midterm exams, assignments, projects, site visits, settlement studies, presentations, value-added courses, and students' overall performance in various events and exhibitions that are organised by the institute, to make sure that students achieve the POs and COs. Each courses and program's learning aims and objectives are connected with the assessments. The outcomes of the tests are used to measure student success and pinpoint areas that may be improved.

File Description	Document
Upload Additional information	View Document

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

Response: 90.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	37	26	24	0

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

2022-23	2021-22	2020-21	2019-20	2018-19
32	40	29	24	0

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.34

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Trinity College of Architecture provides importance to innovations, creativity and experimentation and to achieve excellence, institute have formulated intellectual property rights (IPR), research and development cell. And to stimulate it an adequate knowledge is transferred to students by academicians, expertise in the fields of architecture and other related subjects.

Research and Development (R&D) Cell:

1. Trinity College of Architecture has always supported and promoted research and development. The Institute encourages both its faculty and students to actively participate in conferences, seminars organized by various institutions. Also encouraged to attend various competitions, workshops, field visits and get on hands-on experience of it.
2. R&D Cell is also encouraging to create awareness among students and faculty members by organizing workshops, seminars and guest lectures by architects, industry representatives and academicians.

- 3.Participation in The National Association of Students of Architecture (*NASA, India*) and attend workshop in other institutes to provide students with a platform to interact with professionals in the field of architecture and gain exposure to the latest trends and developments in the industry which enhance their knowledge and skills and also boosts their confidence.
- 4.A Rajasthan trip for architecture students offers an opportunity to study a wide range of architectural styles, from ancient forts and palaces to intricately designed temples and observatories. The cultural and historical context of each site enriches the learning experience, providing students with a deeper understanding of architectural evolution and the impact of cultural influences on design.
- 5.Significance of International Yoga Day:
- 6.Global Recognition of Yoga: International Yoga Day provides global recognition to the ancient practice of yoga, highlighting its relevance and effectiveness in modern times.
- 7.Promotion of Well-being: Yoga is known for its positive impact on physical health, mental clarity, stress reduction, and emotional balance. International Yoga Day emphasizes the role of yoga in promoting overall well-being.
- 8.Cultural Exchange: The celebration of International Yoga Day encourages people from diverse cultures to participate in and learn about this ancient practice, fostering cross-cultural understanding and appreciation.
- 9.Community Engagement: Yoga events and workshops held on this day bring communities together, promoting a sense of unity and shared purpose.
- 10.Health Awareness: The day serves as a platform to raise awareness about the importance of maintaining a healthy lifestyle and incorporating physical activity into daily routines.
- 11.Another initiative like counseling program has also contributed towards the holistic development of students, providing them with valuable life skills and promoting physical and mental well-being.

File Description	Document
Upload Additional information	View Document

3.2.2

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

Response: 14

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

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

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	0	0	1

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

3.3.2

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

Response: 0.15

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

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

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

Outcomes of Extension Activities:

Extension activities, especially those involving students and community engagement, can lead to several positive outcomes:

1. Community Development.
2. Skill Development.
3. Social Impact.
4. Networking.
5. Personal Growth.
6. Awareness and Sensitization.
7. Holistic Development.

For Example:

Outcomes of Beach Cleaning Activities:

Environmental Impact: Beach cleaning directly contributes to the reduction of plastic waste and other debris that can harm marine life and ecosystems. It helps maintain the beauty and ecological balance of

coastal areas.

Awareness and Education: Beach cleaning activities raise awareness about the importance of responsible waste disposal and the negative consequences of pollution. Participants and observers learn about the significance of keeping natural habitats clean.

Community Engagement: Beach cleaning brings together diverse groups of people, including students, residents, local organizations, and tourists. This fosters a sense of community and shared responsibility for environmental stewardship.

Behavior Change: By participating in beach cleaning, individuals become more conscious of their own consumption habits and are more likely to adopt eco-friendly practices in their daily lives.

Advocacy: Beach cleaning events often inspire participants to advocate for policies and practices that promote environmental conservation, waste reduction, and sustainable living.

Skill Development: Participants acquire practical skills related to waste collection, sorting, and disposal. Organizing such events also develops organizational and leadership skills.

Outcomes of Free Health Check-Up Camps:

Improved Health Awareness: Health check-up camps raise awareness about the importance of regular health screenings and medical check-ups. Participants become more conscious of their health status and potential risk factors.

Access to Healthcare: Health check-up camps offer medical services to individuals who might lack access to proper healthcare facilities due to financial constraints or geographic limitations.

Health Education: In addition to screenings, these camps often include health education sessions that provide information on nutrition, hygiene, lifestyle choices, and disease prevention.

Community Engagement: Health camps bring together community members, healthcare professionals, and students, fostering a sense of community and shared responsibility for public health.

The Road Safety Drive, organized by Students that aimed to raise awareness about road safety among students and the broader community. Through a series of targeted campaigns and interactive activities, the drive sought to instill responsible road behavior and reduce accidents.

Trinity College of architecture has been awarded village cleaning certificate by the gram panchayat of Garade nagar village. Garade village is in Purandar taluka of Pune district where TCOA students participated in Swachta abhiyaan of the village and they educated villagers about importance of cleanliness and its impact on health. The initiative was taken by Swachh bharaat mission under government of India.

Awareness about tree plantation among school children is crucial for instilling environmental consciousness from a young age. Here are some effective strategies to promote tree plantation awareness in school. Conduct engaging workshops and presentations with visuals, hands-on activities, and interactive discussions to educate children about the importance of trees.

Encourage students to involve their families and neighbors in tree planting initiatives. This can help create a wider impact beyond the school premises.

File Description	Document
Upload Additional information	View Document

3.4.2

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

Response:

Trinity college of Architecture is been a prestigious educational institution that has been recognized for its excellence in education and overall contribution to society. Here are some of the notable awards and recognitions received by:

Maharashtra Harit sena certificate in 2019

Trinity College of architecture has been awarded harit sena certificate in 2019 for green activities. The TCOA actively participated in the tree planting initiative in 2019, during which the staff and students planted about 12 trees. Among other plants, the students decide to grow plumeria, neem, and gulmohar. Environmental health has always been a top priority for TCOA learning and teaching. The legacy we leave for future generations will depend on what we accomplish now. Extreme climate changes have been brought on by deforestation in Pune city over the years. It is past time for every one of us as citizens to do our part to save our priceless planet and, in turn, ourselves.

Diveagar Beach swachta abhiyaan certificate in 2023

Trinity College of Architecture has been given for the Swachta Abhiyaan certificate of the Konkani hamlet of Divegaar. Along with gram panchayat officials, first-year students took part in a beach cleanup event at diveagar beach. Activities to clean up beaches benefit the marine ecosystem and ocean life. Our Institute students with dedication and enthusiasm participated in the activity. They have also created awareness among tourist visiting about sustainable tourism activity and participate in keeping the beach clean. The initiative was taken under swacch bharat mission by government of India.

Bhivri village swachta abhiyaan certificate in 2022

Trinity College of architecture has been awarded village cleaning certificate by the gram panchayat of Bhivri village. Bhivri village is in Purandar taluka of Pune district where TCOA students participated in Swachta abhiyaan of the village and they educated villagers about importance of cleanliness.. The initiative was taken under Swacch bharat mission by government of India.

Garade nagar village swachta abhiyaan certificate in 2021

Trinity College of architecture has been awarded village cleaning certificate by the gram panchayat of

Garade nagar village. Garade village is in Purandar taluka of Pune district where TCOA students participated in Swachta abhiyaan of the village and they educated villagers about importance of cleanliness and its impact on health. The initiative was taken by Swachh bhara mission under government of India.

Narayan Gaon School Awareness for Tree Plantation

To raise awareness about tree plantation among school children is crucial for instilling environmental consciousness from a young age. Here are some effective strategies to promote tree plantation awareness in school. Conduct engaging workshops and presentations with visuals, hands-on activities, and interactive discussions to educate children about the importance of trees.

Encourage students to involve their families and neighbors in tree planting initiatives. This can help create a wider impact beyond the school premises.

This helped instill a sense of responsibility towards the environment and a lifelong commitment to tree conservation in fun, engaging, and memorable for the children.

File Description	Document
Upload Additional information	View Document

3.4.3

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

Response: 11

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

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

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

3.5 Collaboration

3.5.1

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

Response: 15

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Physical Facilities

Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT Facilities, cultural activities, gymnasium, yoga center etc. in the institution

The physical and technological infrastructure of the college is excellent, supporting the seamless operation of the current academic programs and administration.

The campus' 112 acres of lush vegetation ensure appropriate accessibility and efficient use of the building's infrastructure i.e. 5 acres of allotted part for educational activities. Utilizing the terrain already present, the college used quarry to store water as part of a rainwater collection plan.

Classrooms:

- 1.Regular classes of various Architectural subjects conducted in the studios well managed with adequate facility like drawing boards and timely updates display boards.
- 2.For conducting theory classes, the college has a sufficient number of well-furnished, well-ventilated, spacious classrooms outfitted with LCD projectors and interactive whiteboards.
- 3.The college offers multimedia learning, Wi-Fi connectivity, and internet access in its ICT classrooms.

Seminar room:

TCOA has Wi-Fi LAN and Public Addressable capabilities, the Institute's seminar room can accommodate approximately 125 people. Various events, including as student gatherings, anti-ragging campaigns, national gatherings, exhibition activities, etc., are hosted in the seminar room.

Labs, Library and Internet Facility:

- 1.All labs are well-equipped with required machinery and amenities. Every laboratory has been set up in accordance with COA and Savitribai Phule Pune University (SPPU) regulations. These labs are used to perform practical classes in accordance with the curriculum's requirements.

- 2.The library features a distinct reference book, as well as a reading room, to support teaching, learning, and research in the institution. The institute offers a digital library with e-content and e-journals for self-directed learning.
- 3.Internet with Wi-Fi: 300 mbps band width available in campus. Internet facility is available in the campus including labs, studios, classrooms, library, parking area, office and hostel.

Sports and social activities:

- 1.The institute offers the students space for both indoor and outdoor games. The campus possesses adequate facilities for sports, games and cultural activities. The total area of sports fields is 24,500 m2 with an international swimming pool.
- 2.Outdoor games including cricket, football, volleyball, basketball, badminton, and lawn tennis can be played on a large playground.
- 3.Indoor Games: The institute also includes a space where you can play indoor games including chess, carom, and table tennis.
- 4.The campus has a gymnasium where students and staff can improve their physical and mental abilities.
- 5.Numerous socially responsible activities, such as blood donation drives and tree planting, are being conducted.

Cultural activities:

- 1.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 for that purpose Institute provide open Amphitheatre as cultural Centre. Every year an annual event KJ Youth Fest is conducted like 'MALHAR' also Annual Sports Day.
- 2.Students are even sent to other colleges for intercollegiate competitions.

Communication Skills:

Students can practice their listening and speaking skills in an environment that includes a language laboratory.

Health and Sanitation:

The campus maintains a physician to treat students and staff for any minor problems. The premises' cleanliness and maintenance are managed by the in-house team of housekeeping staff.

File Description	Document
Upload Additional information	View Document

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during

the last five years

Response: 3.06

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	2.25	0.09	4.74

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Sr. No.	Contents
	(Documents)
1.	Description
2.	Accession Register Photo First and Last Page
3.	Student Usage Register Photo of Random Pages
4.	Koha Library Software PO/Bill

5.	Screenshot of Koha Library Software
6.	K-Hub E-Library Database PO/Bills
7.	Screenshot of K-Hub E-Library Database
8.	TCOA Library Facility Photographs and Drawings

4.2 Library as a Learning Resource

Trinity College of Architecture library is established in 2015 from the first year of establishment of College. The Library observes complete open access for all users. The library is using manual as well as online systems for transaction of books & other activities like book circulation, cataloguing & classification.

Library Collection

The Library collection includes textbook, reference books, encyclopaedia, B. Arch Student Thesis, News Paper & Audio-video Material. The Library has 1696 Books with 1335 Titles. Along with 8 national & 2 International Journals.

The Library has subscription of K-Hub Architectural E Library Database which is compilation of Providing access to nearby 2634 e Books, 1181 e-journals, Conference Proceeding, E Newsletter etc.

Description of Library Software

- 1.Name of the ILMS software : Koha Library Management Software
- 2.Nature of Automation (Fully or Partially) : Partially
- 3.Version : 19.11
- 4.Year of Automation : 2022

Koha is web based open source integrated library system. Which we are purchased in 2021-22. It provides different Modules as like Web OPAC, Circulation, Cataloguing, Patron Management, Acquisition, Reports, Administration, and Tools etc. for various entries in software. Web OPAC System is use for searching particular books by Author, Title, and Subject.

Digital Section

The Library is fully computerised & has digital section with 6 Computers with modern infrastructure. Where's from student & staff can get access to various databases like k-hub, NDL, Shodhaganga etc. For Efficient working of library, library committee has been formed. The committee has planning & executing procedures for smooth functioning of the library.

The library has some rare books which are no longer available either sales or printing in the market.

File Description	Document
Upload Additional information	View Document

4.3 IT Infrastructure

4.3.1

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

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

Response:

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

Computers:

Initially in the year 2015 when the College established the processors used in the computer was I five & Later in the year 2019, dual core processor was get into the computer machines. The College has adequate number of computers as specified by the statutory authorities. The total number of computers available at the College is 74. Which are configured with I Five , Core 2 Deu and Dual core Processors with 4GB RAM and 500GB Hard disk.

The College intends to upgrade the PC's with latest configurations available. The institute intends to replace the non- functional parts with new parts.

Internet Facilities:

The Internet Facility provides ample opportunity to explore internet resources, other programs for academic research and training activities. The College has excellent IT infrastructure. The College have excellent facility for accessing internet. The internet can be accessed from each division, library, and hostel by faculty and students. The internet connection is being provided with ratio 1:1 with 100 mbps speed. The same is covered by an alternate link of 100 mbps broadband.

Firewall:

The IT infrastructure of the College is protected with '**Sophos XG310 Firewall**'. which manages bandwidth, filters web pages and restricts unauthorized access. Initially the network was managed using routers, which later replaced with firewall.

LAN /WAN Facility:

The college has well-connected LAN facility which is a hybrid LAN in terms of wired connectivity with star topology. The speed for LAN is 100 mbps, with which all the departments, library, administrative office, all lab and hostel.

Wi-Fi Facility:

An authenticate Wi-Fi connectivity is available in the College where the Unique ID and Password for the access of Wi-Fi is provided to the student and staff & Guest of the College. After implementation of Firewall in the infrastructure, the access is restricted to the authenticate users only

Power Back-up Facility:

Nearly **10 KVA** UPS facility is provided to avoid breakdown of work due to Power break. The power break up was one of the biggest problems before the installation of UPS system.

CCTV Surveillance: The College in its IT infrastructure has installed CCTV surveillance in the year 2018-19. Initially there was analog cameras, which later updated with network HD cameras. The sensitive areas like Girls hostel, Reading Room, Library, and Corridor are covered with the CCTV surveillance

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 1.6

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

Response: 60

File Description	Document
Extracts stock register/ highlighting the computers issued to respective departments for student’s usage.	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 7.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
3.55	2.43	5.08	2.91	2.43

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 50.44

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

2022-23	2021-22	2020-21	2019-20	2018-19
66	66	66	48	40

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 32.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
35	54	46	34	15

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

5.1.4

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

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

Response: B. 3 of the above

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

5.2 Student Progression

5.2.1

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

Response: 32.74

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

2022-23	2021-22	2020-21	2019-20	2018-19
18	11	5	3	0

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	37	26	24	0

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

5.2.2

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

Response: 6.58

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

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

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

5.3 Student Participation and Activities

5.3.1

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

Response: 4

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	0	1	0

File Description**Document**

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**5.3.2**

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

Response: 3.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	4	2	3	3

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

The purpose of the Alumni association is to support the alumni and enable them to significantly contribute to the institutional growth via both financial and non-financial methods, Institutional Vision, Leadership, and Strategy growth. Additionally, it gives them access to employment prospects and can advance their technical expertise. Alumni often participate in volunteer initiatives including student mentorship programmes. They contribute significantly to the scholarships given to worthy students as well. Alumni connect with students and provide their knowledge and tips.

As an Institute we are in process of formulating our alumni association within Year 2023-24.

Aims & Objects of the Association:

- 1.To promote a long-lasting link between the Institute and Alumni, to share their expertise and experiences, to aid in the growth of the Institution, and to assist in the professional and academic advancement of the students.
- 2.To direct basic and advanced research in several educational areas in order to continuously improve upon the current systems, practices, and methods. To award students who are scholarly worthy with awards, grants, and free voyages.
- 3.To plan and organise tournaments at the district, regional, national, and international levels within the boundaries of the state of Maharashtra. To provide meritorious players or organizations helping to promote the game in Maharashtra State with scholarships, trophies, and other aid.
- 4.The organization of social welfare programmes, the elimination of different addictions, medical camps for immunisation and rehabilitation, and the provision of medical aid to the underprivileged and in needy people during any unplanned disasters.
- 5.Through offering skill training in a current profession or launching a new one, to provide work possibilities for rural residents living below the poverty line.
- 6.To adopt communities in order to promote their comprehensive and general development through deliberate actions.
- 7.Finances: alumni contribution in the form of financial assistance or contributions to upgrade the facilities, instructional strategies, scholarship programs, conferences, etc. are under process to formulate and implement in the institution.

The governing board may call a special general meeting anytime they see right, but the annual general body meeting should only be conducted once a year. The governing body will decide the date of general body meeting and decision related to finance or activity to be taken under alumni association.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The institute is taking continuous efforts to make students competent and capable of taking on current and future challenges by implementing the concepts like Collaborative Learning, Adaptive Learning, Experiential learning, Project-based learning, Inquiry Based Learning, Participative Learning, and ICT based teaching and providing them with knowledge through dynamic and flexible teaching methods.

TCOA supports these student-centric methods by providing access to resources, simulations, presentation techniques, virtual experiences and experimentations, collaborative platforms, and online research materials. These tools facilitate information sharing, communication, and engagement, enhancing the overall learning experience.

In tandem with NEP 2020, the institute plans to implement the Academic Bank Credit System. TCOA is a part of K J Educational Institution, which also has under its umbrella, many multidisciplinary courses like various engineering streams, MBA, MCA, Pharmacy, etc. All these courses are going to be made available for students in the form of short term online or offline courses. The credits thus earned can be added on to the regular courses already being taken by the students. This will go a long way towards bringing the national vision of providing multidisciplinary education into practice.

The faculty is encouraged to take on Architectural projects to bring in the practical knowledge from site directly to the classroom. TCOA also sponsors faculty to participate in faculty development programs with research centres to update themselves on new technology and materials. It works directly towards achieving the stated mission.

The Institute also organizes spiritual programs, celebrating national importance days and programs based on social issues periodically (such as blood donation camps) for humane value orientation of the students and staff. The institute also conducts various social awareness programs and also serves the society organizing various programs of outreach, tree plantation, Clean India movement etc.

For development of professional ethics and personality development, the institute organizes sessions on soft skills and training programs by eminent experts. TCOA constantly works with different agencies like IIA, AESA, Cad centres, etc to provide students with the opportunity to attend, participate, interact and build skills from various eminent architects and thereby include concepts such as green architecture and sustainable designs in their current projects.

The students are also encouraged to take active part in events related to Indian culture and traditions and organize these themselves with mentoring by the faculty. This gives them a taste of event management

and organization

We reiterate that by all these measures, we believe in making students ready to face any and all challenges that this ever-changing world may confront them with

File Description	Document
Upload Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

In accordance with the laws and regulations of Savitribai Phule Pune University (SPPU), to which the Institute is connected, the Governing Body of the Institute gives general direction to the Institute. The Governing Body considers ways to enhance the Institute's operation in order to attain the Goal by assuring quality when it meets to examine how the Institute is currently operating.

The institute practises decentralised government. The principal is in charge of overseeing all operations inside the institute. Principal serves as the final authority and generally concentrates on administrative tasks and financial management. The principal's primary responsibility is to carry out the policies that the "Board of Governance" and "College Development Committee" have ordered.

The 'Academic Co-ordinator' is in charge of the department's administration and academic activities, and is accountable for both academic performance and activities. These include creating the timetable, assigning the topics to the faculty, creating the academic calendar, and giving the faculty interim responsibilities in the event that the regular faculty is not present. Academic Co-ordinator is assisted by departmental academics and employees.

Faculty and employees are divided into many functional committees, each of which is led by a committee head. The Chief Examination Officer (C.E.O.) is one such committee. This is in compliance with the University's policies. All issues pertaining to exams are within the CEO's control. These include sessional assessments, internal and external viva voce examinations, midterm and final written exams, and more.

These functional committees have meetings to examine linked concerns, and the committee principal recommends that the required steps be taken. In a typical year, the committees meet at least twice a year. Similar to this, statutory committees are established and have a purpose: to carry out legislative duties. Additionally, meetings depending on needs are held. The agenda for the meeting is decided by the committee's chairman and secretary. The meeting's minutes are given to the principal for review and

possible action. Financial and policy decisions are submitted for the college development committee's approval before being forwarded to the K J E I trust for approval and execution. Every professor participates in the institute's operation as a member of the functional committee.

Service regulations are adhered to by teaching and non-teaching employees in accordance with SPPU and COA rule books. The SPPU, COA, and KJEI selection committees are responsible for selecting the teaching staff. The KJEI recruiting and promotion policy controls all teaching and non-teaching promotions and increments. The institute supports a number of different regulations, including those pertaining to academics, leaves of absence, libraries, maintenance, and purchases, among others. The institute and its several areas operate smoothly and efficiently thanks to the enforcement of these policies.

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

6.2.2

Institution implements e-governance in its operations

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

Response: B. 3 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

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

A) Appraisal System

A well structured performance appraisal system helps employees understand their goals, expectations and areas for improvement. It also benefits individual's growth and also contributes to the institutions capacity to adapt to changing circumstances and stay competitive.

Appraisal system for teaching non teaching faculty performance appraisal and development system divides in two parts:

- 1.Part A – self appraisal report filled by for teaching and non teaching
- 2.Part B – confidential report for teaching and non teaching filled by HOD/principal.
- 3.Student Feedback

Pro-forma for teaching and nonteaching incentives:

- 1.Step 1: Faculty Performance appraisal and development system (FPADS)
- 2.Step 2: Creating awareness of FPADS to the members
- 3.Step 3: Self evaluation and submission of appraisal performance report by the faculty at the end of the academic semester
- 4.Step 4: Discussion on appraisal performance report with faculty member along with the executive director and principal.
- 5.Step 5: Suggestions and corrective actions by the executive director and principal to improve the faculty performance
- 6.Step 6: Based on appraisal performance report score, the executive director and principal will approve the promotion and increment policies.

B) Effective Welfare measures

Welfare measures for teaching and non teaching staff in college are essential to create a positive and productive work environment ensure the wellbeing of staff members and enhance overall job satisfaction.

Following welfare schemes are available for teaching and non teaching staff associated with the institute:

- 1.Offers opportunities for all staff members to attend workshop, conferences, training programs, and faculty development program (FDP) to enhance their skills.
- 2.On campus daycare facility is provided for staff members.
- 3.On-campus gym facility is provided for all staff members.
- 4.Paid leaves: offers paid leaves, vacation leaves and maternity leaves.
- 5.Counseling service is provided to support staff member's mental and emotional wellbeing.

File Description	Document
Upload Additional information	View Document

6.3.2

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

Response: 4

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	2	1	0	0

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

6.3.3

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

Response: 23.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	12	0	3	0

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

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

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The major source of income for the institution is tuition and development fees from the students. The other sources of funds are schemes and grants received from government and non-government organizations. These can be utilized for purchases of sports equipment, conducting workshops-seminars etc. Institution has following procedure for utilization of financial resources effectively:

1. Financial activities of institute are governed by KJ's Educational Institute, Pune, and the Present organization. The institute prepares the annual budget is prepared in the month of March and approval by Trust. The institute follows the expenditure pattern according to the budget duly sanctioned by Trust. Daily accounting is done in books of accounts according to guidelines of state governments, Fee Regulatory Authority and Institutions of Chartered Accountants. Accounting method followed is on Accrual Basis. Twice a year of expert auditors carries out

internal audit of every institute run by KJ’s Educational Institute, Pune. The external audit is conducted by external Chartered Accountants.

2. Institution has a well-defined budgeting system which includes regular expenses like staff payments and benefits, academic expenses, maintenance and expenses on other facilities like audit fees, library, hostel, canteen, sports, etc.
3. The management takes a review and allocates sufficient finance to carry out activities in the institution.
4. For purchase, a minimum of three quotations are called from vendors. Comparison of Three quotations is done then purchase order is placed with the due consent of the management after negotiation meeting by purchase committee.
5. There is a systematic mechanism for release of payments for day to day expenses like payment for consumables, various bodies, and salary.
6. Provision is also made for emergency expenditure as per the requirement. If needed KJ’s Educational Institute, Pune provide the same.
7. The institution conducts internal and external financial audit regular practice yearly with well-defined procedure with due permission and guidelines received by the management
8. Institutional budget is prepared in advance of forthcoming financial year. This budget is allocated under different heads like lab equipment, consumables, furniture and fixtures, research and development, general / miscellaneous / any other items.
9. Internal audit is process in addition to the external audit to verify and certify the entire income and expenditure of the institution each year.
10. The audit process, internal auditors of KJ’s Educational Institute, Pune verify each and every financial transaction for necessary procedural approval, verifies all documents for adequacy. Internal audit report is about discrepancies and shortcomings observed. Such noncompliance is cleared within a few days before next audit.
11. All query cleared before final external audit. Thus internal audit is conducted by trust. Is recorded to verify that actual expenses not exceeded the budgeted amount and it is presented to the certified Chartered Accountant.

Institution carried out an internal audit by Institute’s internal auditor. An external audit is also carried out by Chartered Accountant.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Institute has Internal Quality Assurance Cell (IQAC), constituted with its prime 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.

IQAC contribution:

- 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.

IQAC is the central body within the College to continuously review the teaching-learning processes of all the programs. IQAC coordinator and Academic coordinator take the review of the teaching-learning process. The academic calendar is prepared in line with the Academic calendar of University.

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. The essential contents are circulated to the students. Faculty uses that content for conducting the sessions during that semester. Course File is checked periodically by Academic In charge and Coordinator of IQAC. Corrections are done by the faculties in accordance with feedback given.

Academic Audit: We conduct internal academic audits by IQAC at end semester. Head of the institute and Members of IQAC work as internal auditors. An audit is done to ensure that we are complying with the set procedure. Annual external academic audit is carried out by a committee comprising of external academic experts from reputed institutions to ensure the quality in teaching and learning and other academic processes followed. The auditing process helps to further improve the system.

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 the IQAC directs the suggestions for improvement of teaching learning process.

Add-on and Certification Courses initiatives by IQAC:

We, TCOA have taken an initiative to introduce Add-on certified courses for all years of students. These courses have been designed keeping in mind the aspects like software skills development, Heritage conservation awareness, Sustainable design with respect to industry etc.

File Description	Document
Upload Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

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

Response: C. Any 2 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Women and girls make up half of the world's population, and they also hold half of its potential. Gender equality is essential for the development of the institute as well as for the formation of a conducive learning environment for all students, professors, and staff. It is also a fundamental human right.

TCOA key goal is to ensure that the institute has gender equality and that both students and faculty may participate in activities in a neutral environment. It guarantees everyone will have an equal chance. TCOA offers co-education where girls and boys students are encouraged to work together in various curricular, co-curricular, and Extra-curricular and sports activities. There is no discrimination done between girls and boys, for any activity happening in college.

There are various institutional measures are taken in institute:

Safety and security

The safety and security of the students, faculty, and institute's infrastructure are given top attention by the institution. The following actions have been taken to ensure the security and safety of the institute's grounds. Everyone on campus is safeguarded for their safety and security by the campus security personnel. CCTV cameras have been strategically placed on campus and college building for this purpose. The staff rooms, hallways, studios, and classes are all constantly being filmed. Additionally, the entrance and leave gates are always being watched. To prevent any accidents, security officers continually monitor the site. Students are allotted ID cards and it is compulsory for them to wear the same on campus. Outsiders are checked by security staff and are allotted with visitors ID cards. In order to address issues affecting all female students and female faculty members at the institution, the institute has also established an anti-ragging committee and a Prevention of Harassment of Women Grievances Committee.

1. Counseling

Students receive counseling from the institute's faculty members. They assist them and work to find solutions to their problems. The institute has also hired a qualified and experienced counselor who students and staff members may talk to about their issues. To care for the wellbeing, welfare, and personal growth of the students, counseling sessions are held every week. These sessions, help them comprehend and address any difficulties they may have, as well as strive to build their personalities and self-esteem. The Institute has a mentor–mentee system which helps effective resolution of the problems

faced by students.

Common room

Common rooms are provided to girls and boys separately with basic amenities. The rooms are spacious and having cross ventilation with toilet facility. Common rooms are regularly cleaned and hygiene is maintained.

Day care Facility

Day care facility is navailable in our campus.

Suggestion and complain box

There is a suggestion and complain box in the institute for solving any issues related to female student or staff. The women Grievance committee work on any complain or suggestion receive on same.

Female faculty accompany students in all settlement study and study tours.

Girls hostel is provided in campus

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

Cultural, geographical, and linguistic diversity among teachers and students are all welcomed at TCOA. The institute includes faculty and students from various parts of India. Students are also taught about various regional architectural styles.

They are given a direct introduction to the many geographical regions, cultures, and people through the curriculum courses such as "Introduction to architecture," "Humanities," "Climatology," "History of Architecture," "Contemporary Architecture," and "Landscape Architecture," among others. In Architectural Design Studio students are taught to cherish, respect, and take into account the site, climatic conditions, people, and cultures as part of their settlement research, which is tied to a specific geographic place. In order for students and teachers to experience a regionally varied location's diversity, TCOA organises study tours and settlement studies.

The institute has been commemorating several occasions like Marathi bhasha din, or Marathi day that encourage cultural, regional, and linguistic inclusivity. TCOA organizes Orientation Week and an orientation activity like a visit to a heritage site to encourage social integration and enable first-year students get to know one another. To raise awareness of Maharashtra's heritage, the institution regularly hosts heritage walks. These activities are intended to promote community feeling among the kids by assisting them in developing relationships with society.

The TCOA observes a number of cultural holidays, including Shiv Jayanti, Ganesh Chaturthi, and Christmas. These activities are planned to promote cultural diversity and inclusivity while showcasing India's rich cultural legacy. The TCOA observes these days to unite students and staff members from all backgrounds and to celebrate the pleasure of community. The institute regularly takes part in international events including World Environment Day and International Yoga Day. To promote environmental sustainability and build a more environmentally friendly future, the TCOA puts on activities like tree plantation drives.

Along with these festivities, TCOA also commemorates Chattrapati Shivaji Maharaj Jayanti, Independence Day, Republic Day, Constitution Day, and other local, national, and international occasions. These gatherings are intended to encourage national integration, constitutional values, rights, duties of these great individuals' contributions to our society.

Every year, the KJEI campus hosts the Malhaar cultural festival and Maidan, a sporting event. Students from around the Institute take part in various cultural activities such as dance, music, theatre, athletics, and art in this event, which is a spectacular celebration of variety and inclusivity. Students and staff may use the occasion to show off their skills, make connections, and promote a feeling of community.

The TCOA has also taken steps to establish an environment that is inviting to students from lower socioeconomic backgrounds. The Institute provides scholarships and financial help to meritorious students from economically disadvantaged groups in society. The institute also offers a loan programme to staff members who are having financial difficulties to support them on personal level.

File Description	Document
Upload Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE NO 1: The students are exposed to different culture, region, and tradition through study tours and settlement study.

1. Title of the Practice: The students are exposed to different culture, socio region, traditions, and construction technology through study tours and settlement study.

2. Objectives of the Practice

- To acquire first-hand knowledge of the regional context.
- The ideal casual setting for conversation, interaction, and experiences that assist improve various life skills, such as team building, time management, etc., to increase one's reach and effect in society, is provided by educational tours.
- Educational tours give a more comprehensive grasp of the region and its inhabitants. Students get first-hand knowledge, enabling professors to go further into the subject than in a typical classroom.
- Critical Thinking and reasoning skill is developed due to study tours when they take decisions and act accordingly.

3. The Context

Students of Ist Yr. are taken to various vernacular contexts and regions to study vernacular settlement of people, their culture, traditions, construction style of traditional houses etc. Students of IInd Yr. –IV Yr. are taken to different geographic locations of country to understand the heritage, architecture, city planning, people etc. The students formally record the research done during the visit in the form of a report or sheets or Coffee table book placing special attention on pertinent elements such as the local weather, social structure, culture, architectural style etc

4. The Practice

TCOA has organised various study tours on National and International level. Settlement study trips are unique in a sense because it's specifically designed for Ist Yr where they are just starting to learn about designing a house. Whereas Study tours for IInd-IV yr are based on their curriculum requirement such as heritage structure, modern architecture, city planning, etc. the study help student a live or hands on experience in form of site study , case study , peer learning , outreach activity etc.

5. Evidence of Success

For their architectural study tour, the students went to several places and examined them. Students are asked to present their study tour work in front of all faculties to enhance their public speaking skill and

confidence. TCOA benchmark towards organising the study is:

1. Inculcating social and behaviour skills among students
2. Increase Awareness about local, National and International Architecture
3. Increase Sense of Pride among students towards heritage and culture
4. Inculcating team building and team work habits among students

6. Problems Encountered and Resources Required

The problems encountered for conducting study tour and settlement study tour are deciding appropriate destination as per their curriculum which are beneficial to the students to study context and architecture. Another issue we came across is finding tour operator who is well versed with architectural tours at the same time who can design tours as per institutes requirement and timeline. Another set of problems is setting an appropriate costing of tours so that students of all financial background can join the tour without being financially burdened.

7. Notes (Optional)

TCOA has conducted successful study tours and settlement study trips in a span of numerous years.

International Tours

1. Nepal

National tours

1. Pondicherry - Auroville – Mahabalipuram
2. Rajasthan- Jaipur , Jodhpur , Udaipur

Settlement study tours

1. Settlement tour Hivre Village
2. Settlement tour Adagale village Karnataka

BEST PRACTICE NO 2: Through diverse social events, sustainable practises are used to promote architecture and the arts.

1. Title of the Practice: Through diverse social events, sustainable practises are used to promote architecture and the arts.

2. Objectives of the Practice

1. To provide a forum for the discussion and promotion of Architecture and Art through sustainable practices.
2. To Contribute towards improvement of public places and their cleanliness
3. To inform and motivate young people about Heritage walk , promoting walking culture
4. To encourage and promote students to do activities towards environment and nature

3. The Context

It starts with planning architecture exhibits, giving students and the community a place to connect. At the same time, TCOA encourages students to create art and architecture from waste materials. TCOA supports conducting heritage walks, encouraging a culture of walking, and using local transport. The institution organises Cleanliness Drives, Tree Plantations, and Beautification Drives to create a sustainable environment with community involvement. The institute supports the use of sustainable concepts to create areas that are disabled-friendly.

4. The Practice

1. Conducting Architectural exhibition using waste Products
2. Conducting Heritage walk , promoting walking culture and use of local Transport
3. Universal Design strategies applied to make Disabled Friendly spaces through sustainable ideas
4. Cleanliness Drive and Tree plantation to make environment sustainable
5. TCOA has a construction yard where practical approach is used to teach all subjects. The design of the construction yard is with the use of waste material.

5. Evidence of Success

- The exhibition is designed in a way that waste material is utilized to make art installation. Increased footfall and social media engagement, with locals and visitors sharing photos and expressing enthusiasm shows the successful conduct of exhibition.
- Every year heritage walk is done in TCOA to create awareness among students where students enrol with enthusiasm
- The importance of walking culture and use of local transport is promoted among students.
- TCOA organizes Tree plantation activities and imbibe affection towards nature.

6. Problems Encountered and Resources Required

Problems: To ask local government for the appropriate permits and authorization before engaging in any activity in a public location. Identifying and arranging the activities clearly to maintain their sustainability.

Resources: Every stakeholder is involved in the planning and execution of TCOA's activities. A committee charged with setting up, arranging, and carrying out the objectives. A group of faculties charged for communicating with local government officials, obtaining approvals, and ensuring rules are obeyed

7. Notes (Optional)

The modern world needs practises that are both environmentally friendly and sustainable. Any practise or material used by an architectural student should be environmentally friendly.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

TCOA has understood this statement that Corbusier made almost a century ago and would try and educate our students accordingly.

Corbusier in “Towards a New Architecture” wrote – The materials of city planning are: sky, space, trees, steel and cement; in that order and that hierarchy.” In TCOA, we place a high value on the environment and sustainability in all facets of our work culture.

TCOA believe in empowering students with knowledge, values, creative skills, teambuilding, and entrepreneur skills to make them successful Architect. We teach students about global issues like climate change, sustainability, and environmental as well as social issues. We develop critical thinking in students to solve issues which they will come across when in academics as well as professional work. We try to invoke sense of beauty among student to experience Architecture.

TCOA is a distinctive organisation devoted to bringing education to rural areas in the Saswad region. The Institute is committed to giving all students equal opportunity, regardless of their socioeconomic status. Institute is devoted to closing the educational gap between rural and urban areas.

Trinity College of Architecture's main goal is to encourage education among underprivileged students from rural backgrounds. In order for aspirant students in rural regions to advance in their academic aspirations, TCOA is dedicated to provide them an academic atmosphere. The college provides Students from weaker section of society with government-funded scholarships as well as KJEI Institute Scholarship.

The campus where TCOA is located is one of Pune's greens. Our campus's setting on 110 acres in the lap of nature is what makes us unique. This quality allows us to offer some of the greatest infrastructure for doing academics effectively and efficiently. Activities related to the administration, extracurricular, and curriculum provides major contributions to the other support facilities. The campus's proximity to Pune City but yet maintaining a lush, pollution-free environment benefits students by allowing them to breathe clean air while studying with a pleasant attitude. On our campus, stressed-out students may spend as much time as possible among nature while still enjoying their studies.

Three engineering colleges, a pharmacy college, a management college, a polytechnic, a college of architecture, a junior college, and an international school are all located on KJEI's Trinity Campus. The

efforts made to preserve, enhance, and improve the environmental facilities for its stakeholders and the community at large through its different courses in theory as well as in practice are what bind all these co-institutions together.

The initiatives that TCOA and its sister institutes hope to complete on campus within a certain school year include water harvesting, solar energy use, composting, and water recycling. The uniqueness of the Trinity Campus has been greatly influenced by this on-going effort.

In order to guarantee that the students receive the greatest education possible, TCOA offers a top-notch infrastructure with cutting-edge facilities. Smart Labs, Digital Classrooms, studios, and workshops are available at the college, which offers a supportive learning atmosphere. A computer lab with the most recent software and hardware is also available at the college. The students may stay current on the most recent technology developments in the area of architecture thanks to this.

TCOA has a group of knowledgeable academicians with extensive expertise and training in the field. The professors are dedicated to giving the students the greatest instruction and training available. Additionally, the college invites guest speakers from a variety of professions to share their expertise with the students.

At the Trinity College of Architecture, We focus on promotion of students from rural and urban backgrounds simultaneously to create cohesive learning environment. We try to bridge the divide between rural and urban locations, TCOA has given students access to a variety of cultures and styles through various activities like site visit, case study , Settlement study , study tour , Heritage walks etc. . The institution's educational goals are to prepare students for life in the real world, and its dedication to provide a comprehensive learning experience.

Through numerous activities, we try to inculcate in the students higher standards for life quality, a developed environment, justified living, human values, and education quality. Academic excellence is what institutional leadership seeks to accomplish via management and governance. For faculty members, a performance review system has been developed. The Institute provide financial support for attending FDPs, seminars, workshops, and conferences.

The management of the KJEI campus has given the TCOA 5 acres of land. Architecture College having such large area which is quite unusual in Pune city. TCOA has the space and freedom to design a sizable outdoor construction yard that is utilised by students. Construction yards serve as real-world examples of recycling and sustainability. The construction yard was designed using a lot of waste material. The construction yard is used by the faculty so that students may gain first-hand experience in any topic. Due to the large number of plant species present on campus, students get knowledge about a wide range of plants and trees. Environmental awareness is emphasised in all curricular and extracurricular aspects of TCOA.

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

5. CONCLUSION

Additional Information :

Trinity College of Architecture is an institute with a vision to leave its imprint on the nation through the students who graduate from these portals. Within an arguably short period, all the students who have graduated have spread out across the length and breadth of this country and some have ventured beyond the national borders too. Wherever they are today, they carry with them the values and ethics instilled in them here. They are the true ambassadors of our country and observing their progress, we can state proudly that they are our students

Foremost among these values is a strong awareness of sustainability and the need to carefully use available resources and leave the planet a better place than what we have inherited. These values are not just a part of their curriculum, but also spread through co-curricular and extra-curricular activities. A case in point is the Ganapati festival. Last year, TCOA got the opportunity to host the celebrations in the KJEI campus. The students decided on an eco-friendly theme. All the decorations were done using eco-friendly, bio-degradable materials, without compromising on aesthetics. Every single person of the thousands of visitors from within and outside the campus took with them a powerful message of how sustainability is a pressing need and not just a passing fad. Sustainability has to be a part and parcel of all our activities, academic, personal or public may they be

It is with such baby steps that TCOA has started on what promises to be a long, meaningful and successful journey that will leave an impact on this city or state, but will grow to encompass the country and eventually the planet

Concluding Remarks :

Trinity College of Architecture (TCOA) is a well-rounded institution that prioritizes effective curriculum planning, student-centric learning, and practical experience. The college maintains a transparent and efficient assessment system, achieving a high pass percentage.

We actively pursue research, innovation, and social responsibility, fostering a research-oriented culture. TCOA provides a supportive environment for students to transform their ideas into practical solutions. The college engages in extension activities and collaborates with various organizations to promote social awareness. TCOA has adequate infrastructure, including modern classrooms, well-equipped laboratories, and a comprehensive library. We continually update their IT facilities to meet the needs of students and faculty. The college provides scholarships, guidance, and a transparent grievance redressal system.

We boast a holistic development of students through sports and cultural programs. The Alumni Association will be registered and support networking and fundraising initiatives. TCOA demonstrates institutional governance aligned with its vision and implements the National Education Policy. The college promotes faculty development, ethical values, and decentralized governance. We have a performance appraisal system, internal quality assurance cell, and promote gender equity and inclusivity. TCOA implements best practices, promotes sustainability, and prioritizes education for rural students. Through these efforts, Trinity College of Architecture provides a diverse, inclusive, and enriching educational experience

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																														
1.2.2	<p>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>77</td> <td>99</td> <td>60</td> <td>67</td> <td>42</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>90</td> <td>105</td> <td>60</td> <td>67</td> <td>42</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	77	99	60	67	42	2022-23	2021-22	2020-21	2019-20	2018-19	90	105	60	67	42										
2022-23	2021-22	2020-21	2019-20	2018-19																											
77	99	60	67	42																											
2022-23	2021-22	2020-21	2019-20	2018-19																											
90	105	60	67	42																											
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>2</td> <td>11</td> <td>7</td> <td>5</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>13</td> <td>2</td> <td>15</td> <td>8</td> <td>4</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>20</td> <td>20</td> <td>20</td> <td>10</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>	2022-23	2021-22	2020-21	2019-20	2018-19	11	2	11	7	5	2022-23	2021-22	2020-21	2019-20	2018-19	13	2	15	8	4	2022-23	2021-22	2020-21	2019-20	2018-19	20	20	20	20	10
2022-23	2021-22	2020-21	2019-20	2018-19																											
11	2	11	7	5																											
2022-23	2021-22	2020-21	2019-20	2018-19																											
13	2	15	8	4																											
2022-23	2021-22	2020-21	2019-20	2018-19																											
20	20	20	20	10																											

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

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	5	1	3	1

Answer After DVV Verification :

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

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	0	0	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	0	0	1

Remark : As per the revised data and clarification received from HEI, based on that none of the paper is UGC listed so DVV input is recommended accordingly.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	16	1	0	0

Answer After DVV Verification :

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

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

4.1.2 Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years**4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	2.25	0.10	4.74

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	2.25	0.09	4.74

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15.42	8.33	35.37	6.87	14.53

Answer After DVV Verification :

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

3.55	2.43	5.08	2.91	2.43
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Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

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

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	0	1	0

Remark : As per the data and supporting documents received from HEI, based on that None of the certificates are as per SOP so based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
13	11	2	8	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	4	2	3	3

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	5	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	2	1	0	0

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
22	18	0	4	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	12	0	3	0

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>40</td> <td>31.89</td> <td>64.09</td> <td>36.15</td> <td>60.91</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>38.39</td> <td>31.89</td> <td>64.09</td> <td>36.15</td> <td>60.91</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	40	31.89	64.09	36.15	60.91	2022-23	2021-22	2020-21	2019-20	2018-19	38.39	31.89	64.09	36.15	60.91
2022-23	2021-22	2020-21	2019-20	2018-19																	
40	31.89	64.09	36.15	60.91																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
38.39	31.89	64.09	36.15	60.91																	