SELF STUDY REPORT

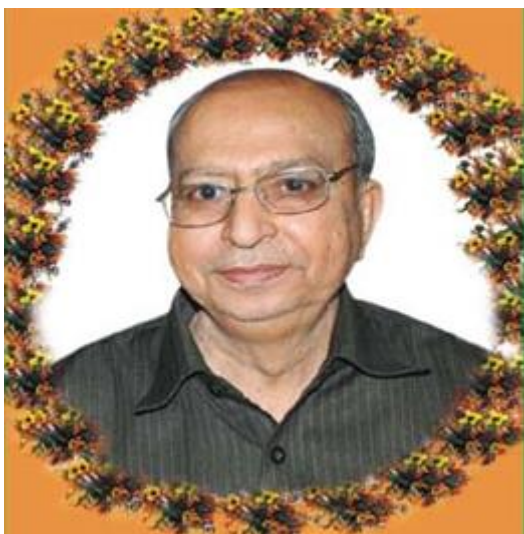## TRINITY INSTITUTE OF PROFESSIONAL STUDIES

(Certified as "A+" Category Affiliated Institution of GGSIP University, Delhi)
ISO - 9001 : 2008 Certified Institution
Sector -9, Dwarka, New Delhi – 110075

LIGHT TO ENLIGHTEN

Submitted to

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

NAGARBHAVI, BANGALORE, KARANATAKA

FOUNDER

Late Sh. O.P. Tandon

Shri O.P. Tandon was a man who had a vision in mind, a noble vision to secure the future of the children of this country by doing his bit.His contribution to the society cannot be measured but can only be felt by the thousands who had the privilege to be in touch with him or the millions who have been benefited from his contribution to this very day. Born on March 10, 1941, he went on to work tirelessly to make tremendous contribution in all aspects in the field of education . A distinguished teacher himself ,ShriTandon initiated the Kamal Group of institutions that encompasses within itself his vision and mission to provide education to all. Today,the Kamal Group of schools and Trinity Institutes have flourished to become a bandwagon in the field of providing high quality education .ShriTandon,departed on June 2, 2009 leaving behind himself the inspiring spirit of providing education and service to all!!

Chairman Message

In an era of stiff competition, success can only be achieved if one makes the right kind of endeavor at the right time and in the right direction. Our Institution

has been established with a view to produce more qualified, intelligent and efficient leaders for a new tomorrow in the ever changing competitive world of today.

We at TIPS believe that education is not just an act of acquiring knowledge but learning skills to lead life and form a wholesome personality. The ways we teach and the ways our students learn are unique and creative. Our objective is to provide quality education thereby enabling the students to become globally competent. The Institutes provides its students with academic, extracurricular and other resources and is committed to diversity in its student body, faculty and staff that help them achieve highest scholarly levels and prepare them for positions of leadership in many fields of human endeavor. Concluding my words, I can say that education at TIPS is qualitative, affordable, fun and meaningful.

Dr. R.K.Tandon
Chairman, TIPS

Vice-Chairperson Message

It gives me immense pleasure to appreciate your decision to focus on Trinity Institute of Professional Studies for pursuing higher studies professionally. In this era of globalization which makes it imperative to re-orient knowledge in volatile trading environment, Trinity Institute of Professional Studies is the way to go. Trinity Institute of Professional Studies was established to lead, train and

develop the future business managers by fostering wider understanding of complex global perspectives in an interactive, inspiring and conducive ambience. The courses at Trinity provide students with true to life experiences, qualified and experienced faculty, modern decision making tools, infrastructure and professional training that aid the transformation of young students into well rounded professionals. Trinity Institute of Professional Studies has carved a niche in the field of professional education by equipping its students with the essential intellectual skills, spirit of competition, human values, soft skills and practical knowledge of their chosen fields. The Institute offers undergraduate courses in various fields such as Journalism, Management and Computers under the purview of holistic grooming of its students.

The students enjoy the privilege of a super infrastructure in terms of facilities like labs, library, clubs etc. that render education a pleasurable experience for all those who are enrolled with us for the forthcoming years. We would like to wish all the prospective students of Trinity Institute of Professional Studies a bright and successful career and invite aspiring and ambitious students for admission to various courses of the Institute.

Mrs.ReemaTandon

Vice-Chairperson,TIPS

Director Message

Welcome to TIPS Website! Your journey through the website will show you the people, the place and the role TIPS plays in the world of education.

TIPS with its single vision of Magis, i.e., pursuit of excellence, focuses on three areas: academic excellence, personal values and social concern.

A special word of welcome to our Alumni, who are eminent, in every walk of life and in every part of the world! This network with your alma mater will bring back

nostalgic feelings to you. TIPS experiences a loving mother's pride in knowing what you are doing, how you are doing and what you envision for TIPS.

TIPS spares no effort to make its curriculum world class and deliver it in the most effective manner. It constantly scans the developments in IT, business and society and tries to be proactive to meet the challenges.

Its world-class faculty with its commitment and deep sense of service delivers the curriculum very effectively.

These multiple programmes aim to serve many sections of society. We are also planning to serve you in many other ways.

You can browse through the website periodically to know about our future plans. For now, I invite you to our website for an interesting and educative journey. Thank you.

Prof.(Dr.) Vikas Rao Vadi

Director, TIPS

EXECUTIVE SUMMARY

Trinity Institute of Professional Studies has earned a reputation with "GRADE "A" by the GGS IP University , of being a good educational institute that catered to the academic needs of the students belonging to rural and urban belt of Delhi with the promise of a building of a surge of enthusiasm and renewed commitment galvanized the Trinity Institute towards greater heights ,

Firstly, Trinity Institute took initiative to provide with good infrastructural facilities in terms of classrooms, a multipurpose auditorium, seminar and conference halls and uninterrupted and adequate electricity and water supply. The overall ambiance of the Trinity Institute is enhanced with aesthetically pleasing environment of lawns, gardens and pathways.

The second initiative was to expand the academic spectrum of the Trinity Institute with the introduction of new courses, centers of excellence and providing the students with the opportunity of various extracurricular activities.

In the past five years much of the developmental objectives of the Trinity Institute have been achieved in spite of the fact that we have not received funds from out side agencies or government.

The Trinity Institute offers BJMC, B.Com, BCA, and BBA Courses.. The Trinity Institute has highly qualified faculty of teachers (permanent, ad-hoc and part time), non teaching staff and technical staff and about 1500 students.

The Trinity Institute functions well within the rules and regulations laid Down by the State Department of Higher Education (DHE), Delhi Government, the affiliating body (GGSIP University, Delhi)). The DHE had permitted to start the course and now supervises its overall functioning; the university controls admissions, curriculum, examinations. The Trinity Institute meets the required norms of the three statutory regulating monitoring bodies.

The relationships of the Trinity Institute with the industry and stake-holders are excellent. The two serve each other's interests and have regard for each other's sensitivities. These prefer to recruit our students which speaks of our quality.

The TIPS addresses needs of the society, and students. Keeping intact the educational institution's traditions it provides value orientation. It undertakes community and nation oriented activities (literacy drive, folk-lore, AIDS Awareness, awareness programme on dowry, female foeticide, sanitation, hygiene, community survey, human rights, etc). The Trinity Institute addresses other national concerns such as environment, water conservation, swach bharat abhiyan etc.

The Trinity Institute takes special care to upgrade the knowledge of those student who are not trained with technological know how, by giving them hands-on experience in the computer laboratory.

The Trinity Institute organises Environment centric programmes through which various activities are undertaken like the Inter-Departmental Extempore competition based on environmental themes, poster competition, Seminar on Global Warming, Skits on environmental issues like water conservation, noise pollution, etc.

The Trinity Institute takes keen interest in research related activities encouraging each student and teacher to take up action research and share the outcome, recommendations with the school teachers for the betterment of the students.

Exposure to society is provided through community work and extension programmes It helps them to know the problems of the weaker sections of society and gives them an opportunity to interact and help reduce their misery to some extent.

Major achievements have been done all the Department which are collaborated in the report

A view of information provided under seven criteria will lead to form a better picture of Trinity Institute of Higher Education.

Plans, actions and strategy of implementation of the Trinity Institute are compatible with its purpose, vision, mission and values. The Trinity Institute approaches the university for modifying courses to meet the emerging needs. It deploys action plans to achieve its objectives and ensures effective implementation of curriculum. The Trinity Institute makes it a point to utilize feedback obtained from all stakeholders, in curriculum development and planning.

o Teaching–learning and Evaluation processes are attuned with ongoing trends. The admission process is transparent. The adopted criteria are equitably applied. Admission-seekers get required information about admission beforehand.

o The Trinity Institute ensures that student teachers are engaged in active learning, given comprehensive learning experiences, enabled to manage diverse learning needs. The practice teaching is a joint venture of the school staff and mentor faculty members.

o The assessment and evaluation scheme is made known to the students. It is comprehensive, reliable, objective, and transparent. Its outcomes are utilized in improving

performance. Use of new technologies is at its best in teaching –learning.

o Trinity Institute assigns importance to Research and Extension activities. There are provisions for professional development of faculty members. It engages its faculty members in research, encourages them to publish the findings in academic forums. They are engaged in developing instructional and other teaching-learning materials. Linkages with national and regional research and academic organizations are a marked feature. Trinity Institute has established strong institute-school-community networking. It reaches out to community through extension programmes.

o The Trinity Institute has developed required Infrastructure and Learning Resources to meet the required norms. Over all environment is healthy and upto the mark. The institution has appropriate physical and instructional infrastructure facilities. Institute keeps the process of augmentation on to keep pace with its academic growth. Mechanisms for maintenance and optimal use of infrastructure are in place. Highly qualified faculty and staff shares workload equitably and collectively.

The library is computerized. It has rich learning resources with IT based easy access. Adequate mechanism is there to review the library related services and decision-making. The campus environment, practice of mentoring and monitoring cumulative progress of the students add to the effectiveness of the faculty and students.

The Trinity Institute has created a functional internal quality management system that collects, aligns, integrates and communicates information on academic and administrative aspects. Participation and transparency are norms of governance.

Administrative planning caters to academic needs. Each player contributes to the process of institutional development and goal attainment. Resource management practices support and encourage performance improvement, planning and

implementation strategies. The financial resources are judiciously allocated and effectively utilized. Budgeting and auditing procedures are regular and standardized.

The Trinity Institute has established functional quality management systems, inclusive practices and excellent relationship with stakeholders. These aspects create real institutional culture. The institution is geared to promote an ambience of creativity, innovation and improving quality. Value-based education, social justice, social responsibilities and good citizenship are some important aspects that are on the top of the agenda of the Trinity Institute.

SWOC ANAYLYSIS

STRENGTHS

1. We have very supportive and cooperative top management and administration.

2. The Trinity Institute has a highly qualified, dedicated and hard-working teaching faculty.

3. It is our strength that we function with enthusiasm and gusto from the spaciously built and information technology enabled for class room and other activities.

4. We have highly motivation staff and students for ever eager to experiment and innovate.

5.

5. We face challenges with fortitude.

WEAKNESSES

1. The Trinity Institute needs to have greater interaction with industry to

ensure that the aspirations of the students find fulfilment. This is required to convert the knowledge gathered in the Trinity Institute through curriculum into translatable and transact able skills that can accomplish the developmental needs of the country.

2. The Trinity Institute also feels the need to establish greater contact with agencies/institution outside the Trinity Institute and its parent University for research purposes. This is also necessary to expand the research interest of the faculty and to provide them adequate resource support.

3. For the past many years, the process of appointment of teachers has not been a regular and smooth process in this GGSIP University , Delhi. This has skewed the ratio of permanent faculty in relation to the adhoc, temporary and guest faculty in the Trinity Institute. There is an urgent need to increase the percentage of permanent faculty for a balanced overall growth of the institution.

OPPORTUNITIES

1. The expansion of the Trinity Institute that is on the cards in the near future is the biggest opportunity for not only a modern state of art infrastructural facility but also for the introduction of new courses that are the need of the hour.

2. It is opportunity to put our minds and abilities together to bridge the existing knowledge gaps between different sections of our society.

3. In a globalizing world, it is an opportunity to empower our students with the ability to transform their knowledge into skills and transact these skills to become citizens of the world.

CHALLENGES

1. It is a challenge to secure adequate financial resources to provide additional infrastructure

2. It is a challenge to motivate young minds away from cynicism and helplessness and inspire them into creative, innovative and imaginative thinking.

3. It is a challenge to make the youth of today ethically and morally strong with a conscience and compassion for humanity at large.

5

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Advisory Body

1. **Prof. A. K. Saini**, Dept. of I.T., GGSIPU, New Delhi.

2. **Prof. Ambrish Saxena**, Director, ISOMES, Noida.

3. **Prof. Balbir Singh, (Retd),** Dept. of Commerce, Shaheed Bhagat Singh Trinity Institute, Delhi University.

4. **Prof. Manohar Lal**, Dept of Comp & Information Science, Director, IGNOU,Visveswaraya Bhawan.

5. **Prof. M. C. Sharma**, Director, IGNOU, Zakir Hussain Bhawan (Education).

6. **Dr. G. S.Tuteja**, Professor of Mathematics, Delhi University.

7. **Prof. Prem Nath**, Mathematics, Delhi University.

8. **Prof. O. P. Goyal**, **(Retd.),** Director, Org & Devp, GGSIPU, New Delhi.

9. **Dr. H. M. Lumb**, **(Retd),** Reader, Dept of Physics, Rajdhani Trinity Institute, Delhi University.

10. **Dr. B. D. Bhushan**, **(Retd),** Reader, Dept. of English, Hansraj Trinity Institute, Delhi University.

11. **Dr. M. M. S. Bedi**, **(Retd),** Librarian, IGIPESS, Delhi University.

12**. Dr. Bhupendra Singh**, Ex-Director General, TIHE, Vikas Puri, New Delhi.

13. **Dr. L. D. Mago**, Director General, TIPS, Dwarka, New Delhi.

14. **Dr. P. P. Gupta**, Director, TIHE,VikasPuri, New Delhi.

Steering Committee for NAAC
Trinity Institute of Professional Studies

NOTIFICATION

In pursuance of requirement of the NAAC, Hon'ble Chairman, Trinity Institute of Professional Studies is pleased to reconstitute Internal Quality Assurance Cell consisting of the following members:

Steering Committee for NAAC inspection:

TRINITY INSTITUTE OF PROFESSIONAL STUDIES

NAAC Steering Committee-2017

S.NO	Name	Contact No.	Email ID	Designation	Department
1	Dr. Vikas Rao Vadi	9868045426	vikasvadi@gmail.com	Prof. cum Director	Head of the Institute
2	Mahtab Alam	9899558153	mahtabdelhi@gmail.com	Assistant Professor	Management & Commerce
3	H.M Jain	9891119490	jain_harimohan@yahoo.com	Assistant Professor	Computer Science & IT
4	Dr. Shaily Saxena	7428855451	shailyssaxena@rediffmail.com	Associate Professor	Management & Commerce
5	Dr.Jaspreet Kaur	9811882862	jaspreetkb@rediffmail.com	Associate Professor	Management & Commerce
6	Dr. Vandana Malviya	9871859909	vmalviya2015@gmail.com	Associate Professor	Management & Commerce
7	Dr. B.P Singh	9999382949	brahampal_singh@yahoo.com	Associate Professor	Computer Science & IT
8	Sareeta Chawla	9871002537	sarreetaa.chawla@gmail.com	Assistant Professor	Management & Commerce
9	Charanpreet Kaur	9811050956	charanpreet27@gmail.com	Assistant Professor	Computer Science & IT
10	Amanpreet kaur	9643588390	amanpreetkaur852@gmail.com	Assistant Professor	Journalism & Mass Communication
11	Yashasvika Yadav	7838136494	yashasvika17@gmail.com	Assistant Professor	Journalism & Mass Communication
12	Ayushi Sachdeva	9711594270	ayushisachdeva85@gmail.com	Assistant Professor	Journalism & Mass Communication
13	Ratika Malhotra	9818971826	ratika22@yahoo.in	Assistant Professor	Management & Commerce
14	Pramod Kumar Nayak	9911893687	impknayak@gmail.com	Assistant Professor	Management & Commerce
15	Swati Sharma	8447588797	swati.ms1628@gmail.com	Student Support Cell Incharge	Administration

CONTENTS

Profile of the Trinity Institute

1. Profile of the Institute

1. Name and Address of the Trinity Institute:

Name :	TRINITY INSTITUTE OF PROFESSIONAL STUDIES	
Address :	Sector 9, Dwarka Institutional Area, Near Metro Track Pillar No. 1160 & Dwarka Court, Dwarka	
City :	Pin : 110075	State : Delhi
Website :	www.tips.edu.in/	

2. For Communication:

Designation	Name	Telephone with STD code	Mobile	Fax	Email
Principal/Director	Dr. (Prof.)Vikas Rao Vadi	O:01145636921/ 22 R:	98680454 26		
Vice Principal	NA	O: R:			
Steering Committee Co-ordinator	MAHTAB ALAM	O:01145636921/ 22 R:	98995581 53		

3. Status of the Institution:
    Affiliated Trinity
    Institute Constituent
    Trinity Institute
    Any other (specify)

4. Type of Institution:

a. By Gender
   i. Men
   ii. Women
   iii. Co.education

b. By Shift
   i. Regular
   ii. Day
   iii. Evening

5. It is a recognized minority institution?

    Yes

    No

    If yes specify the minority status (Religious/linguistic/ any other) and provide documentary evidence.

6. Sources of funding:
    Government
    Grant-in-aid
    Self-financing
    Any other

7. a. Date of establishment of the Trinity Institute:
    ……01/08/2007……(dd/mm/yyyy)
    b. University to which the Trinity Institute is affiliated /or which governs the Trinity Institute (If it is a constituent Trinity Institute)

    c. Details of UGC recognition:

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks(If any)
i. 2 (f)		In Process
ii. 12 (B)		NO

(Enclose the Certificate of recognition u/s 2 (f) and 12 (B) of the UGC Act)

    d. Details of recognition/approval by statutory/regulatory bodies other than UGC (AICTE, NCTE, MCI, DCI, PCI, RCI etc.)

Under Section/ clause	Recognition/Approval details Institution/Department Programme	Day, Month and Year (dd-mm-yyyy)	Validity	Remarks
i.	NA			
ii.	NA			
iii.	NA			
iv.	NA			

(Enclose the recognition/approval letter)

8. Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated Trinity Institutes?

    Yes   No

    If yes, has the Trinity Institute applied for availing the autonomous status?

    Yes   No

9. Is the Trinity Institute recognized

    a.   by UGC as a Trinity Institute with Potential for Excellence (CPE)?

          Yes   No

          If yes, date of recognition: …………………… (dd/mm/yyyy)

    b.   for its performance by any other governmental agency?

          Yes   ✓   No

          (i)SFRC (State Fee Regulatory Committee)(14/07/2016)

          (ii) JAC (Joint Assessment Committee) (03/06/2016)

10. Location of the campus and area in sq.mts:

Location *	Urban
Campus area in sq. mts.	2021 sq. mts.
Built up area in sq. mts.	3545.27 sq. mts.

    (* Urban, Semi-urban, Rural, Tribal, Hilly Area, Any others specify)

11. Facilities available on the campus (Tick the available facility and provide numbers or other details at appropriate places) or in case the institute has an agreement with other agencies in using any of the listed facilities provide information on the facilities covered under the agreement.
    - Auditorium/seminar complex with infrastructural facilities
    - Sports facilities
        * play ground
        * swimming pool
        * gymnasium

- Hostel - No

  * Boys' hostel

    i.   Number of hostels– N A

    ii. Number of inmates - NA

    iii. Facilities (mention available facilities)

    * Girls' hostel- No

    i.   Number of hostels - NA

    ii. Number of inmates - NA

    iii. Facilities (mention available facilities)

  * Working women's hostel - No

    i.   Number of inmates - NA

    ii. Facilities (mention available facilities)

- Residential facilities for teaching and non-teaching staff (give numbers available — cadre wise)

- Cafeteria —

- Health centre – MI room with a qualified medical practioner

First aid, Inpatient, Outpatient, Emergency care facility, Ambulance…….

Health centre staff –

Qualified doctor	Full time	Part-time	✓
Qualified Nurse	Full time	Part-time	✓

- Facilities like banking, post office, book shops - Nil
- Transport facilities to cater to the needs of students and staff - No
- Animal house -NA
- Biological waste disposal - Yes
- Generator or other facility for management/regulation of electricity and voltage

— Solid waste management facility
- Waste water management
- Water harvesting

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12. Details of programmes offered by the Trinity Institute (Give data for current academic year)

SI. No.	Programme Level	Name of the Programme/ Course	Duration	Entry Qualification	Medium of instruction	Sanctioned/ approved Student strength	No. of students admitted
	Under-Graduate	BBA(G) I Shift	3	10+2 CET	English	60	60
		BBA(G) II Shift	3	10+2 CET	English	60	60
		B.COM(H) I Shift	3	10+2 CET	English	100	100
		B.COM(H) II Shift	3	10+2 CET	English	100	100
		BCA I Shift	3	10+2 CET	English	60	60
		BCA II Shift	3	10+2 CET	English	60	60
		BJMC I Shift	3	10+2 CET	English	60	60
		BJMC II Shift	3	10+2 CET	English	60	60
	Post-Graduate						
	Integrated Programmes PG						
	Ph.D.						
	M.Phil.						
	Ph.D						
	Certificate courses						
	UG Diploma						
	PG Diploma						
	Any Other (specify and provide details)	BBA I shift & BCA I shift					2

13.   Does the Trinity Institute offer self-financed Programmes?

   Yes   No

   If yes, how many?

14.   New programmes introduced in the Trinity Institute during the last five years if any?

Yes	✓	No		Number	1

15.   List the departments: (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes like English, regional languages etc.)

Faculty	Departments (eg. Physics, Botany, History etc.)	UG	PG	Research
	Commerce & Management	✓		
	Computer Science & Information Technology	✓		
	Journalism & Mass Communication	✓		

16.   Number of Programmes offered under (Programme means a degree course like BA, BSc, MA, M.Com…)

   a.   annual system

   b.   semester system

   c.   trimester system

17.   Number of Programmes with

   a.   Choice Based Credit System

   b.   Inter/Multidisciplinary Approach

   c.   Any other (specify and provide details)   8

GGSIP University Credit System

18.   Does the Trinity Institute offer UG and/or PG programmes in Teacher Education?

Yes   No   ✓

If yes,

    a.   Year of Introduction of the programme(s)………………… (dd/mm/yyyy) and number of batches that completed the programme

    b.   NCTE recognition details (if applicable)

        Notification No.: …………………………………

        Date: …………………………… (dd/mm/yyyy)

        Validity:………………………

    c.   Is the institution opting for assessment and accreditation of Teacher Education Programme separately?

        Yes   No

19.   Does the Trinity Institute offer UG or PG programme in Physical Education?

    Yes   No   ✓

If yes,

    a.   Year of Introduction of the programme(s)……………….. (dd/mm/yyyy) and number of batches that completed the programme

    b.   NCTE recognition details (if applicable)

        Notification No.: …………………………………

        Date: …………………………… (dd/mm/yyyy)

        Validity:……………………

    c.   Is the institution opting for assessment and accreditation of Physical Education Programme separately?

        Yes   No

20.   Number of teaching and non-teaching positions in the Institution

Positions	Teaching faculty						Non-teaching staff		Technical staff	
	Professor		Associate Professor		Assistant Professor					
	*M	*F	*M	*F	*M	*F	*M	*F	*M	*F
Sanctioned by the UGC / University / State Government *Recruited*	4	0	01	03	07	47+1	0	0	0	0
Yet to recruit	0	0	0	0	0	0	0	0	0	0

Sanctioned by the Management/ society or other authorized bodies *Recruited*	4	0	01	03	07	47+1	03	03	03	0
Yet to recruit	0	0	0	0	0	0	0	0	0	0

*M-Male *F-Female

21. Qualifications of the teaching staff:

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.							
Ph.D.	04	0	01	03	0	0	08
M.Phil.	0	0	0	0	1	05	06
PG	0	0	0	0	06	42+1	49
Temporary teachers							
Ph.D.	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0
Part-time teachers							
Ph.D.	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0

22. Number of Visiting Faculty /Guest Faculty engaged with the Trinity Institute.06

23. Furnish the number of the students admitted to the Trinity Institute during the last four academic years.

Categories	Year 1		Year 2		Year 3		Year 4	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	05	03	09	02	01	01	02	01
ST	0	0	01	0	0	0	0	0
OBC	0	0	0	0	0	0	0	0

General	345	204	325	171	329	161	301	164
Others	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil

24. Details on students enrollment in the Trinity Institute during the current academic year:

Type of students	UG	PG	M. Phil.	Ph.D.	Total
Students from the same state where the Trinity Institute is	501				501
Students from other states of India	60				60
NRI students					
Foreign students	01				01
Total					

25. Dropout rate in UG and PG (average of the last two batches)

   UG   4.37%   PG

26. Unit Cost of Education

   (Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)

   (a) including the salary component   **Rs.**

   (b) excluding the salary component   **Rs.**

27. Does the Trinity Institute offer any programme/s in distance education mode (DEP)?

   Yes   No   ✓

   If yes,

   a) is it a registered centre for offering distance education programmes of another University

              Yes   No

   b) Name of the University which has granted such registration.

29

c) Number of programmes offered

d) Programmes carry the recognition of the Distance Education Council.

Yes   No

28. Provide Teacher-student ratio for each of the programme/course offered

29. Is the Trinity Institute applying for

Accreditation :   Cycle 1   ✓   Cycle 2   Cycle 3   Cycle 4

Re-Assessment:

(Cycle 1refers to first accreditation and Cycle 2, Cycle 3 and Cycle 4 refers to re-accreditation)

30. Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)

    Cycle 1: ……………… (dd/mm/yyyy)   Accreditation
    Outcome/Result……...... Cycle 2: ……………… (dd/mm/yyyy)
    Accreditation Outcome/Result……..... Cycle 3: ………………
    (dd/mm/yyyy) Accreditation Outcome/Result……......

    Kindly enclose copy of accreditation certificate(s) and peer team report(s) as an annexure.

31. Number of working days during the last academic year.

    237

32. Number of teaching days during the last academic year
    (Teaching days means days on which lectures were engaged excluding the examination days)

    142

33. Date of establishment of Internal Quality Assurance Cell

    (IQAC) IQAC…………………… (dd/mm/yyyy)

34. Details regarding submission of Annual Quality Assurance Reports (AQAR) to
    N
    A
    A
    C
    .

    AQAR (i) ………………

    (dd/mm/yyyy)   AQAR   (ii)

            ………………

    (dd/mm/yyyy)   AQAR   (iii)

    ………………   (dd/mm/yyyy)

    AQAR   (iv)   ………………

    (dd/mm/yyyy)

35. Any other relevant data (not covered above) the Trinity Institute would like to include. (Do

not include explanatory/descriptive
information)

2. Criteria - wise Inputs

2. Criteria - wise Inputs

CRITERION I: CURRICULAR ASPECTS

1.1   Curriculum Planning and Implementation

1.1.1   **State the vision, mission and objectives of the institution, and describe how these are communicated to the students, teachers, staff and other stakeholders.**

(to be re-framed as I don't have the name of the Trinity Institute)

Trinity Institute of Professional Studies (TIPS) governed by Kamal Educational Society is an ISO 9001:2008 certified Institute and is one of the most prestigious Trinity Institute of GGSIP University. Trinity Institute are running three courses BJMC, B.Com(H) BCA, and BBA(G) for translating its founder's vision into reality, follow the duly defined mission and create required conditions for promoting values

Vision and Mission

VISION

To be a nationally known, reliable, innovative and effective education provider in the emerging professional disciplines.

The vision of Trinity Institute is to develop, encourage and sustain passion for learning amongst all the students in the Institute. It represents the ultimate aspirational level for KEWS and is envisioned as a dynamic, growth-oriented, world-class professional Institute, providing futuristic, capacity-enhancing career options. We aim to provide a vibrant learning environment as per changing needs of the corporate and technical sectors and to rapidly achieve global benchmarks in the disciplines of

Management, Computer Applications and Journalism and Mass Communication.

MISSION

Our core mission is to conduct market-driven undergraduate professional programmes catering to the chosen disciplines. It is our mission to provide an integrated range of academic and career options to students opting to study in our Institute. Our mission is to aid the creation of managers who understand that expertise must reach corporates, individuals as well as agriculture and the small scale industry sector. Also encompassing our mission is the centrality of public action in the lives of the Indian citizen. We view the media and mass communication as vital instruments in creating the conditions of public action. Our mission is to empower students of mass communication with the required abilities to highlight issues of public concern, ultimately leading to their solution. The raison'de'etre behind the BCA course is to groom students into software professionals that contribute to the growth of the IT industrymost efficiently. It is our mission to be a part of the information and knowledge driven economy of the IT enabled age. In our planning, our mission is clearly defined in the following stages. The first stage deals with capacity creation, with the ultimate aim of setting standards for academic excellence in the beginning itself. We thus focus on space, technology, faculty and facility creation. Technological upgradation is the focus and extension of knowledge gained in the first stage is the core agenda in the second stage. Finally, we aim at consolidation of ranking on the basis of academic and professional expertise. Academic excellence will translate into research & development activities. In this stage, consolidation of industry edge and cornering the market are the focus. This multi-stage mission is the blue print for achieving our mission for Trinity Institutes. Our core ideal is to undertake all such activities which may aid in an all round development of personalities of the students enabling them to emerge out with appropriate mix of knowledge, skills and attitudes.

Quality Policy

TIPS shall be guided by the following dominant Quality Policy and Guidelines :

Trinity Institute of Professional Studies, within the laid down frame work of curriculum and fee structure, will focus on discovering and developing the students in the subjects/ topics/ traits that may aid them in being proficient in the national and global competencies and thus ensure their best survival under all situations in various areas of work.

In addition, TIPS is firmly committed to providing ample opportunities to students of all sections the society to cultivate their personalities to their full potential, so as to enable them to develop nationally and globally, besides being industrious, sincere and in possession of an integral and ethical conduct of the highest order

Objectives:

The Trinity Institute aims at an integral and personalized training of young men and women through Integral Pedagogy – Context, Experience, Reflection, Action and Evaluation –to be well motivated teachers who will be intellectually competent, morally upright, socially committed and spiritually inspired.

It is the aim of Trinity Institute that the students who take their training here become well-formed guides who will accompany the young learner on his or her journey of becoming a fully human person. The Trinity Institute, therefore, offers an all-round training, one that is at once intellectual, cultural, social, emotional, physical, aesthetic, moral and spiritual.

- *Awareness*: Students awareness of learning styles and their perceptions to a mixed method approach for learning
- *Dynamism*: Inspiring students to meet the challenges of the dynamic society
- *Environmental sensitivity:* To sensitize the students on the environmental issues.

- *Exposure*: To provide exposure to eminent experts in the field of Education
- *Leadership potential*: Cultivating skills to lead and organize team, collaborate and co-operate
- *Quality*: Preparing student- teachers for making quality endeavours in their profession
- *Problem solving ability*: Developing research skills for finding solutions to classroom problems
- *Role specific:* Sensitizing the student- teachers of their role as Nation builders
- *Techno-savvy* : Making the student teachers tech friendly and familiarize them about the use of latest innovations and technologies in curricular transaction

Major Considerations Addressed by the Objectives:

- All round training that is intellectual, cultural, social, emotional, physical, aesthetic, moral and spiritual.
- In-service training for teachers.
- Use of IT communication media and innovative practices.
- Documentation and research.
- Environment education for sustainability.
- Empowerment of subalterns including women.
- Personalized training through Integral Pedagogy and mentoring
- The Trinity Institute orients the students with the information about the global trends and demands, pointing out the need of computer education and English communicative skills in view of global competition.
- The Trinity Institute keeps national development in focus and gives proper training to the students to eradicate illiteracy, women's discrimination, caste abuse and unemployment.

1..1.2 How does the institution develop and deploy action plans for effective implementation of the curriculum? Give details of the process and substantiate through specific example(s).

a) The Trinity Institute follows a very systematic plan to develop and deploy action plans. In the beginning of the academic year, the Trinity Institute prepares an academic calendar comprising of the entire schedule for the year.

b) Every faculty member prepares a teaching plan, showing month-wise topics to be taught. These plans depend upon the syllabus prescribed by the University and the number of lectures allotted by it.

c) At the end of every month, the monthly monitoring sheets are prepared; showing the actual number of lectures engaged by every faculty member in the month. It is compared with the teaching plan, to find out whether there is any gap between the number of lectures planned and the number of lectures actually executed.

d) It also shows the actions to be taken to cover up the gaps if any. For effective implementation of the curriculum, the classroom teaching is also supplemented with seminars, projects and study

1.1.3 What type of support (procedural and practical) do the teachers receive (from the University and/or institution) for effectively translating the curriculum and improving teaching practices?

a) For affiliated Trinity Institutes like ours, the University prescribes the syllabus which specifies the number of lectures, list of recommended books and bifurcation of internal and external marks.

b) The Trinity Institute effectively translates the curriculum through class room teaching, seminars, workshops, innovative teaching practices such as LCD projectors, OHP, group discussions, etc.

c) The University regularly informs the Trinity Institute about all the changes in the curriculum, so that the Trinity Institute can implement them.

d) The Trinity Institute has definite procedures like Teaching Learning Plans, Monthly Monitoring Sheets to ensure effective translation of curriculum.

e) Teaching faculty is in the Board of Studies and workshops are conducted jointly by the Trinity Institute and University Board of Studies to create awareness among teachers about the new curriculum.

1.1.4 Specify the initiatives taken up or contribution made by the institution for effective curriculum delivery and transaction on the Curriculum provided by the affiliating University or other Statutory agency.

As stated above, the Trinity Institute follows a meticulous plan for effective curriculum delivery. It prepares an academic calendar showing the details of the entire year's schedule. The faculty members prepare teaching plans and these plans

are monitored against monthly monitoring sheets. All the University correspondence is completed in a time bound manner.

1.1.5 How does the institution network and interact with beneficiaries such as industry, research bodies and the university in effective operationalization of the curriculum?

The Trinity Institute regularly organizes guest lectures and seminars. Experts from the industry and the academic fields are invited to talk to students and the faculty. It also organizes industrial visits for students. The effectiveness of operations is made possible through regular deputations and correspondence with the industry, research bodies and Universities.

1.1.6 **What are the contributions of the institution and/or its staff members to the development of the curriculum by the University? (number of staff members/departments represented on the Board of Studies, student feedback, teacher feedback, stakeholder feedback provided, specific suggestions etc.**

The Trinity Institute is affiliated to GGS IP University. The Board of Studies develops and restructures the curriculum as per the guidelines of statutory bodies. There is limited scope for developing and restructuring the curriculum. Some faculty members have contributed to curriculum design and development through memberships in University bodies. Whenever a new syllabus is framed or existing syllabus is restructured the faculty communicates their suggestions to the Board of Studies. The faculty actively participates in the workshops or curriculum design and restructuring conducted by University or other institutions.

1.1.7 Does the institution develop curriculum for any of the courses offered (other than those under the purview of the affiliating university)by it? If 'yes', give details on the process ('Needs Assessment', design, development and planning) and the courses for which the curriculum has been developed.

As the Trinity Institute is an affiliated Trinity Institute, it does not have the freedom to develop the curriculum. It follows the syllabus prescribed by the GGS IP University Since the University has introduced Credit Based Grading System, the departments and staff members have the freedom to frame and design the structure / method to evaluate students in the internal assessment. The Trinity

Institute has also designed a completely revised curriculum with number of innovative changes which will be implemented under Autonomy.

1.1.8 How does institution analyze/ensure that the stated objectives of curriculum are achieved in the course of implementation?

Objectives of the curriculum are achieved by framing the teaching - learning plans. The teaching -learning plans are in accordance with the learning objectives stated by the University in the syllabus of each subject. Further the delivery of teaching-learning plans is analyzed through monthly monitoring sheets. Regular departmental meetings are conducted to ensure that syllabus in the classes is fulfilling the stated objectives and are achieved while implementing.

1.2 Academic Flexibility

1.2.1 Specifying the goals and objectives give details of the certificate/diploma/ skill development courses etc., offered by the institution.

1.2.2 Does the institution offer programmes that facilitate twinning/dual degree? If 'yes', give details.

No, institution does not offer programmes that facilitate twinning/dual degree?

1.2.3 Give details on the various institutional provisions with reference to academic flexibility and how it has been helpful to students in terms of skills development, academic mobility, progression to higher studies and improved potential for employability. Issues may cover the following and beyond:

- **Range of Core / Elective options offered by the University and those opted by the Trinity Institute**
    - **Choice Based Credit System and range of subject options -YES**
    - **Courses offered in modular form--- YES**
    - **Credit transfer and accumulation facility**
        - **Lateral and vertical mobility within and across**

programmes and courses-- NO

- **Enrichment courses .……YES**

1.2.4 Does the institution offer self-financed programmes? If 'yes', list them and indicate how they differ from other programmes, with reference to admission, curriculum, fee structure, teacher qualification, salary etc.

Number of teaching and non-teaching positions in the Institution

Positions	Teaching faculty						Non-teaching staff		Technical staff	
	Professor		Associate Professor		Assistant Professor					
	*M	*F	*M	*F	*M	*F	*M	*F	*M	*F
Sanctioned by the UGC / University / State Government *Recruited*	4	0	01	03	07	47+1	0	0	0	0
Yet to recruit	0	0	0	0	0	0	0	0	0	0
Sanctioned by the Management/ society or other authorized bodies *Recruited*	4	0	01	03	07	47+1	03	03	03	0
Yet to recruit	0	0	0	0	0	0	0	0	0	0

*M-Male *F-Female

Qualifications of the teaching staff:

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.							
Ph.D.	04	0	01	03	0	0	08
M.Phil.	0	0	0	0	1	05	06
PG	0	0	0	0	06	42+1	49
Temporary teachers							
Ph.D.	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0
Part-time teachers							
Ph.D.	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0

1.2.5 Does the Trinity Institute provide additional skill oriented programmes, relevant to regional and global employment markets? If 'yes' provide details of such Programme and the beneficiaries.

1.2.6 Does the University provide for the flexibility of combining the conventional face-to-face and Distance Mode of Education for students to choose the courses/combination of their choice" If'yes', how does the institution take advantage of such provision for the benefit of students?

1.3   Curriculum Enrichment

1.3.1 Describe the efforts made by the institution to supplement the University's Curriculum to ensure that the academic programmes and Institution's goals and objectives are integrated?

The curriculum prescribed by the University cannot be changed. However, the Trinity Institute makes sincere efforts by offering certain additional courses/programmes that supplement the University's curriculum. The Trinity Institute offers four Add-on Courses, namely :-
that enhance the overall development of the students and ensure the integration of the academic programmes and the goals & objectives of the Trinity Institute.

1.3.2 What are the efforts made by the institution to enrich and organize the curriculum to enhance the experiences of the students so as to cope with the needs of the dynamic employment market?

The purpose of any education system is to provide students the basic understanding and knowledge that will help mould their personality and enable them to stand on their own feet in a dynamic employment market. As said earlier, the Trinity Institute cannot modify any curriculum prescribed by the University, however by offering the above referred four Add-on Courses, the Trinity Institute attempts to prepare the learners in computer applications, soft skills, etc. and help them gain meaningful employment. Student volunteers are exposed to academic talks and discussions through the seminars organized. Career Guidance Cell organizes group discussions, interviews and talks that helps students prepare for job market. Industrial visits are organized. Various events are conducted by student volunteers to improve their organizational skills.

1.3.3 Enumerate the efforts made by the institution to integrate the cross cutting issues such as Gender, Climate Change, Environmental

Education, Human Rights, ICT etc., into the curriculum?

The self-financing programmes are the avenues for introduction of updated curriculum in emerging areas. The faculty visits to reputed Universities and Trinity Institutes in the country which provides exposure to improve the pedagogy and curriculum. In addition, we frequently organize seminars, workshops and field tours for the students and faculty members to better appraise them about the environment, climate changes, and importance of saving precious natural resources.

To avoid cross cut issues such as gender, climate change, environmental education, Human Right, ICT etc., the following committees are formed:-

The committee has to monitor and take case of the students when they are in trouble.

1. Anti-Ragging Committee-

2. First-Aid Committee-

3. Intensive Coaching Committee-

4. Library Committee

5. Student-Welfare Committee-

6. Problem- solving committee

7. Environment Awareness Committee-

8. Sports Committee

9. Audio-Visual Aids

10. Personality Development Committee

11. Counseling and Guidance Cell

12 Placement Cell

13 Faculty Development Cell

14 Discipline Committee

 15.Examination Committee

16. Cultural Activity Committee

17. Campus Development Committee

18. Sexual Harassment Committee

1.3.4 What are the various value-added courses/enrichment programs offered to ensure holistic development of students?

- o   moral and ethical values
- o   employable and life skills

- o better career options
- o community orientation

- o Moral and Ethical Values
  - The Trinity Institute organizes from time to time talks and guest lectures of spiritual leaders for the benefit of the students.
  - The Trinity Institute shows the Presentation on "Power of Thoughts to eliminate Stress"
  - The Trinity Institute organizes a talk on removing "Exam Anxiety and Suicides"

- o Employable and life skills

The Trinity Institute offers programs like, career guidance and placement where students make them strong morally and ethically. Placement cell plays an important role to guide student to survive in this competitive world.

- o Better career options

The Trinity Institute, has career counselors and Career Counseling and Guidance Centre to help students prepare to move abroad .

- o Community orientation

  The Trinity Institute, through its Corporate Social Responsibilities (CSR) Programs, make sincere attempts to impart in students Community Orientation and develop sensitivity towards Socio-Economically deprived people of the society.

1.3.5 Citing a few examples enumerate on the extent of use of the feedback from stakeholders in enriching the curriculum?

e.g are required to fill this

1.3.6 How does the Trinity Institute monitor and evaluate the quality of its enrichment programs ?

Regular feedback is obtained from the students every year by circulating a Questionnaire among them and this is constantly monitored by the Trinity Institute through the coordinator.

1.4 Feedback System

1.4.1 What are the contributions of the institution in the design and development of the curriculum prepared by the University?

The Trinity Institute implements the new syllabi as and when the University introduces/revises it. Though the curriculum is designed by the University, the goals and objectives of the Trinity Institute are transmitted to the students by the efforts of the faculty by teaching beyond classroom and the curriculum. Three faculties are members of the Board of Studies and four are members of syllabus framing committees in their respective subjects. All other faculties also contribute to the content of the University Syllabus by attending workshops and training programs.

1.4.2 Is there a formal mechanism to obtain feedback from students and stakeholders on Curriculum? If 'yes', how is it communicated to the University and made use internally for curriculum enrichment and introducing changes/new programmes?

Feedback on curriculum from students is obtained through formal questionnaires, open forum of student's council and suggestion box. The Trinity Institute has a mechanism to collect informal feedback from Alumni, Parents and other stakeholders to incorporate their views in the overall development of the Trinity Institute. Special formats are used for parents to provide their views during mentor meetings. The curriculum which is developed and designed for the autonomous status of the Trinity Institute is based on the feedback received. Faculty regularly attends Board of Studies meetings to communicate to University their ideas about enrichment of curriculum.

1.4.3 How many new programmes/courses were introduced by the institution during the last four years? What was the rationale for introducing new courses/programmes?)

Any other relevant information regarding curricular aspects which the Trinity Institute would like to include.

(Cant fill this as require information from the Trinity Institute)

CRITERION II: TEACHING - LEARNING AND EVALUATION
2.1 Student Enrollment and Profile

2.1.1 How does the Trinity Institute ensure publicity and transparency in the admission process?

Wide publicity for admissions is ensured through advertisements in leading National and regional Newspapers and through repeated announcements on AIR. Admission notifications are also circulated to all University Departments and other Universities' Offices for information and further publicity. Adequate time is given for submitting applications. The admissions are made on merit calculated on the basis of marks obtained either in the qualifying examination or in the entrance test or in both. Each Department displays the list of selected candidates in order of merit. Inquiries regarding calculation of merit are answered promptly.

TIPS offers four undergraduate courses. All courses have a full-time duration of three years. Each of them is offered in two shifts: morning and evening.

Course	CET Code	Last Date to Fill Application Form	Date of Examination	Date of CET Result
BCA	114	Apr 18, 2017	May 14, 2017	May 30, 2017

BBA	125	Apr 18, 2017	May 7, 2017	May 23, 2017
BJ(MC)	126	Apr 4, 2017	Apr 29, 2017	May 16, 2017
B Com(H)	146	Apr 4,2017	Apr 30, 2017	May 16, 2017

Click on the given link for admission form:
cdn.digialm.com//EForms/configuredHtml/850/51678/application.html

Editing Registration Details

Candidates can amend/edit the registration details filled in the registration form by choosing "Edit Details" option from the menu within the specified period of registration. All candidates must take two print outs of the Registration Form. One must be submitted at the time of document verification and the other to be retained by the candidate for all future reference.

Choice Filling

Choice filling is compulsory for allotment of seat. Candidate will not be considered for online allotment of seat without the filled in choices/preferences. After registration, candidate has to fill choices for allotment, from the list of all possible combinations of all institutes and courses available, in the order of his/her preference, during the choice filling period. Once the period for filling of choices/preferences is over, choices/preferences filled by candidate will be used for allotment of seat. Candidates are advised and encouraged in their own interest to fill maximum number of choices, as it increases the possibility of getting the desirable seat. For the benefit of the candidates, the stream wise and institute-wise and rank-wise Admission Rank cut off data will be made available on University Website.

Candidates seeking admission shall be depositing part academic fee after allotment of seats. However, the balance amount of fee will have to be paid in the college which is finally allotted after all rounds of counselling are completed.

2.1.2 Explain in detail the criteria adopted and process of admission (Ex. (i) merit (ii) common admission test conducted by state agencies and national agencies (iii) combination of merit and entrance test or merit, entrance test and interview (iv) any other) to various programmes of the Institution.

For all Regular and Self Financing courses the admission criteria are regulated by the University according to Government norms.

Merit :

The Trinity Institute follows the GGS IP University criteria of merit for admission in different courses. Merit list is prepared by the GGS IP University. Admission Committee follows directives issued by the parent university and the state govt.

Common admission test:

GGS IP University conducts admission test for various courses . The candidates selected by the common entrance exam are recommended to the Trinity Institutes

2.1.3 Give the minimum and maximum percentage of marks for admission at entry level for each of the programmes offered by the Trinity Institute and provide a comparison with other Trinity Institutes of the affiliating university within the city/district.

2015-2016 UG Admission Cut Off Percentage

S.No	Program	Course	Lowest Rank	Highest Rank
	Under Graduate	BBA(G) I Shift		
		BBA(G) II Shift		
		B.COM(H) I Shift		
		B.COM(H) II Shift		
		BCA I Shift		
		BCA II Shift		
		BJMC I Shift		
		BJMC II Shift		

2.1.4 Is there a mechanism in the institution to review the admission process and student profiles annually? If 'yes' what is the outcome of such an effort and how has it contributed to the improvement of the process?

There are committees for admission to different programmes each headed by a Prof-in-charge and supported by office staff members. These committees are responsible for the whole process of admission and its review. A review gives an insight that plays a significant role in the process to be adopted next year. The Principal oversees the whole mechanism and maintains fairness and transparency by all means.

2.1.5 Reflecting on the strategies adopted to increase/improve access for following categories of students, enumerate on how the admission policy of the institution and its student profiles demonstrate/reflect the National commitment to diversity and inclusion

* SC/ST
* OBC
* Women
* Differently abled
* Economically weaker sections
* Minority community
* Any other

In each case of admission, Trinity Institute complies strictly to the rules and regulations prescribed by the University/ State Govt. with regard to reserved categories and % of seats reserved for each category such as SC, ST, OBC, military personnel, candidates excelling in sports, those having cultural competence, those who are physically challenged and applicants coming from economically weaker sections or minority section. For SC, ST, EBC, OBC and Backward class women, the State Govt. has a well defined rules that are to be strictly followed by the institutions.

2.1.6 Provide the following details for various programmes offered by the institution during the last four years and comment on the trends. i.e. reasons for increase / decrease and actions initiated for improvement.

Details on students enrollment in the college during the current academic

year: 2016-17

Type of students	UG	PG	M. Phil.	Ph.D.	Total
Students from the same state where the college is located	501				501
Students from other states of India	60				60
NRI students					
Foreign students	01				01
Total					

2.2 Catering to Student Diversity

2.2.1 How does the institution cater to the needs of differently- abled students and ensure adherence to government policies in this regard?

Categories	Year 1		Year 2		Year 3		Year 4	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	05	03	09	02	01	01	02	01
ST	0	0	01	0	0	0	0	0
OBC	0	0	0	0	0	0	0	0
General	345	204	325	171	329	161	301	164
Others	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil

As stated, the Trinity Institute has reserved seats for admission to such students. They are awarded freeship and other incentives if they deserve. In addition, such students are provided easy access to the classrooms and examination halls. Staff members are allotted to look after their daily needs in special cases. There are no specific provisions and rules from the State in addition to these. Admission is granted to the physically challenged students only in general programmes and few others, but not in all vocational or professional courses because of stress of work experience in field / on-job training which involves a lot of outdoor work. So, it may not be feasible for the physically challenged students to join in such an assignment.

2.2.2 Does the institution assess the students' needs in terms of knowledge and skills before the commencement of the programme? If 'yes', give details on the process.

A new programme begins with a Day for Orientation which offers a platform for fruitful

interaction between the teacher and the taught. It enables a teacher to identify the learners' strengths and weaknesses (SWOT), their sociocultural background, interests and aptitudes. Consequently, the proposed input is designed and graded. During Orientation, it is emphasized that the new entrants should be enabled to confidently cope with the expectation of the new atmosphere without any inhibition. Certain issues are taken into account:

- Gender equity and not gender divide
- General health awareness
- Code of conduct (discipline, mandatory use of Trinity Institute uniform)
- Participation in the maintenance of the Trinity Institute campus
- Syllabus and curriculum designed for a particular programme.
- Counseling (especially for the differently-abled candidates and those coming from relatively less-privileged background).

2.2.3 What are the strategies adopted by the institution to bridge the knowledge gap of the enrolled students (Bridge/Remedial/ Add-on/Enrichment Courses, etc.) to enable them to cope with the programme of their choice?

Once the knowledge-gap of the enrolled students is identified and their need realized, special remedial classes are arranged for the selected students besides the regular routine. These remedial classes are followed by special lectures in order to make the students fully confident and focused. Learner autonomy is valued. As a result, in course of time, the students are enabled to cope with the demand of the programme they are enrolled in. If required, teachers may be entrusted to take up the problems of the students individually and provide requisite help to the slow learners. In general programmes, special arrangements (e.g. sending telephonic messages and emails, take-home assignments) are made for them so that they should not lag behind their classmates in academic activities.

2.2.4 How does the Trinity Institute sensitize its staff and students on issues such as gender, inclusion, environment etc.?

Such issues are addressed in a natural way. The ambience and outlook inherent since more than sixty years of the institution have introduced and stabilized a permanent

culture that expresses in controlled behavior, discipline, respect to elders and seniors, equality and equity, wider accommodation, affectionate relationships, environmental awareness and cooperative attitude

2.2.5 How does the institution identify and respond to special educational/learning needs of advanced learners?

Advance learners are initially made to help and take in their slow learning friends along with them. It is to avoid any psychological rift that may arise in between. During the interactive session in the classroom faculty members identify the potential and brilliance of a learner and also marks obtained by them in the previous year examination. On these basis the learners are advised and help by the staff members for their advance courses, courses useful to then in their future life.

2.3 Teaching-Learning Process

2.3.1 How does the Trinity Institute plan and organize the teaching, learning and evaluation schedules? (Academic calendar, teaching plan, evaluation blue print, etc.)

Like other Institute, Trinity Trinity Institute has its own academic calendar which shows the total number of working days in an academic year. It is mandatory for Trinity Institute of the university to rigidly follow the calendar. Classes are scheduled by the Committee in the beginning of the academic session. The departments take note of their allotments and accordingly copy their own schedules. Departmental meeting decides the in-house allotment of topics among the teachers as per their expertise and specialization. Teachers prepare former lesson plans well in advance for each course and execute these plans throughout a semester/year. If necessary, the remedial classes are proposed/arranged in small groups (tutorial) besides regular classroom teaching. Teaching plan, teaching methodology, allotment of inaugural and 'special Induction lectures', methods of class tests (unit test/ monthly test/mandatory tests, take home assignment etc.), projects, seminars, 'Invited' special talks, students' presentations in plenary and so on are analyzed as well as scheduled by the departments before the real classroom teaching begins. At any stage, the teachers are not allowed to face their students at a state of unpreparedness.

2.3.2 How does IQAC contribute to improve the teaching –learning process?

Since the Trinity Institute is applying for cycle 1 so it has not established IQAC till date but through regular monitoring of the academic activities at all levels and suggesting proper measures whenever necessary. There is a committee which may directly interfere and address the students. The students are encouraged in Pair / Team Work, Peer Teaching (especially when the stress is on demonstration), Collaborative Learning / Teaching, using teaching aids, Social media and E-learning.

2.3.3 How is learning made more student-centric? Give details on the support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students?

- Group discussion, Debates and quizzes, Educational local and outside tours are the other common participatory learning activities in the institution. In debates, excelling students are awarded. On-job assignments and project works in groups are other resources for participative or collaborative learning.
- Seminar / Workshops are conducted. In case of Seminars/ Workshops overhead Projectors / LCD Projectors / Computer with Internet Connectivity are also used to make the programmes student friendly and dynamic. Besides study tours and statistical surveys are also being conducted for the betterment of the students.

2.3.4 How does the institution nurture critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators?

In order to showcase their talents in multiple areas of creative faculty, the Trinity Institute provides a platform for the students. Besides studies, co-curricular extra-curricular activities such as debate, discussion on contemporary issues, skit, musical programmes and lyrical plays are organized at Trinity Institute/interTrinity Institute levels at regular intervals. All these activities motivate the learners for further learning and building their confidence since each of these activities demands a lot of conceptual clarity and upgradation of information/ knowledge and skills.

2.3.5 What are the technologies and facilities available and used by the faculty for effective teaching? Eg: Virtual laboratories, e-learning - resources from National Programme on Technology Enhanced Learning (NPTEL) and National Mission on Education through Information and Communication Technology (NME-ICT), open educational resources, mobile education, etc

Most departments have computers (and multimedia on share basis), internet connectivity, OHP and slide projectors to enable students to learn in a modern way. Hands on training given in using of computers and other ICT related equipment's

2.3.6 How are the students and faculty exposed to advanced level of knowledge and skills (blended learning, expert lectures, seminars, workshops etc.)?

Seminars at departmental level and Trinity Institute level are both a common practice. These are periodically centered around techniques of teaching and research. Expert lectures, Panel discussion, workshops, exposure to industry etc. are conducted at regular intervals. Students are encouraged to participate in various competitions and quiz etc.

2.3.7 Detail (process and the number of students \benefitted) on the academic, personal and psycho-social support and guidance services (professional counseling/mentoring/academic advise) provided to students?

Career Counseling and Psycho analytical aptitude test are two processes in this regard. Career counseling cell advises students on career options. For the last quarter of the academic session 2015-16, following number of students got the benefit: counseling done to sixteen student

2.3.8 Provide details of innovative teaching approaches/methods adopted by the faculty during the last four years? What are the efforts made by the institution to encourage the faulty to adopt new and innovative approaches and the impact of such innovative practices on student learning?

One-to-all Lecture Method is the most traditional of teaching. This method was replaced by an Interactive Approach which ensures the active participation of the students. They can freely discuss their difficulties with their teachers and share information. We feel that the students love to be taught through Multi-media Aids which include PowerPoint Presentations, 25 mm slides, videos, LCD Projectors/ OHP and other available devices as these catch their full attention. Students feel energized too to participate in interactive lab exercises, in quiz or elocution classes, problem-solving exercises, field projects, seminars and guest lectures and so on. All these approaches of teaching are adopted by different departments of the Trinity Institute as per the need. Online teaching materials are also prepared by many teachers.

2.3.9 How are library resources used to augment the teaching- learning process?

The Trinity Institute library is of a great help for students as well as teachers in terms of teaching-learning –research. The students can have access to rare books and journals.

Besides usual lending of books/journals/dailies, it offers on-line reading facilities both for students and teachers. It provides various facilities and services such as Computers with broadband internet services, e-Journals, Reference Books. Periodicals, Printer and Scanners and so on.

Total collection include

LIBRARY STATUS

Comparative Status		2014 -2015	2015-2016	2016-17
Titles (in numbers)		1747	1985	2008
References (in numbers)		183	979	1025
Total Books (in numbers)		14256	16268	16667
Journals (in number)	National	17	17	17
	International	3	3	3
Magazines (in number)	National	6	6	6
	International	2	2	2

1. Book Bank: - NO
(Book Bank closed since 2010)

2. Library Computerized / automated or not   - YES

(Using E-Granthalaya Version 3.0.0.13 by NIC)

3. Access to Electronic resources by Faculty   - YES

(Library provides access to internet, e-journals and e-magazines)

(Accessed using 04 P-IV computers at a speed of 2 Mbps)

4. If Yes   a) Journals   - 02

                     Magazines   - 01

                     b) Networked databases   - DELNET

6. Whether online reservation of books available or not   - NO

DETAILS OF LIBRARY

A.   DETAILS OF SUBJECT-WISE BOOKS IN LIBRARY (Aug, 2016-July, 2017)

Subject	2014 – 2015		2015-2016		2016-2017	
	No. of Titles	No. of Books	No. of Titles	No. of Books	No. of Titles	No. of Books
Management	239	2974	268	3244	275	3347
Marketing	118	666	118	666	122	678
Economics	83	1209	93	1234	94	1304

Accounting	56	1014	60	1086	61	1096
Banking/Insurance	65	633	65	633	65	633
Computer/IT	212	3175	346	4213	346	4213
Maths / Stats	140	872	182	1072	185	1162
Science	43	287	48	357	48	357
Communication	91	589	98	764	98	764
Journalism	188	1421	190	1502	193	1505
Politics	74	258	74	258	74	258
Law	56	257	56	257	58	347
English	29	211	32	287	33	307
Tax	14	149	14	149	15	150
General Books	156	242	158	247	158	247
Reference Books	183	299	183	299	183	299
Total	**1747**	**14256**	**1985**	**16268**	**2008**	**16667**

Number of Books in Library = 16667

TOTAL BOOKS = 16667

NATIONAL JOURNALS

S.NO.	Subscribed & Exchange Journals	Periodicity
1.	Vidura : A journal of the press institute of India	Quarterly
2.	India Journal of Finance	Monthly
3.	IEI : Journal of the Institute of Engineers (India) Series B	Semi- Quarterly
4.	Mass Communicator: International Journal of Communication Studies	Quarterly
5.	Advances in Computational science & Technology	Bi- Annual
6.	Indian Journal of information science & computer application	Bi- Annual
7.	University News	Weekly
8.	IIMB : Management Review	Quarterly
9.	Reserve Bank of India	Monthly
10.	The Journal of Inst.of Public Enterprise	Bi- Annual
11.	IPE journal of management	Bi- Annual
12	Prajnam	Quarterly
13.	Communication Today	Quarterly
14	MERI-Journal of Management & IT	Quarterly
15.	JIMS8M: The journal of Indian Management & Strategy	Quarterly
16.	Tecnia Journal of Management studies	Half-Yearly

17.	Lingaya'Lalita devi Journal of Professional studies	Quarterly

INTERNATIONAL JOURNALS

S.NO.	Subscribed & Exchange Journals	Periodicity
1.	International Journal of Information & Computation Technology	Bi- Annual
2.	Media Watch	Quarterly
3.	Global Journal of Finance & Management	Bi- Annual

List of Online Journals

1. Mass Communicator: International Journal of Communication Studies

    http://www.indianjournals.com/ijor.aspx?target=ijor:mcomm&type=home

Subscribed Magazines :-

NATIONAL

S.NO.	Subscribed Periodicals	Periodicity
1.	Business India	Fortnightly
2.	Pratiyogita Darpan	Monthly
3.	India Today	Weekly

4.	Open Source for You	Monthly
5.	Reader's Digest	Monthly
6.	The Week	Weekly

INTERNATIONAL

S.NO.	Subscribed Periodicals	Periodicity
1.	Harvard Business Review	Monthly
2.	Popular Photography	Monthly

NEWSPAPERS:-

ENGLISH:

1. The Times of India
2. The Hindustan Times
3. The Economic Times
4. The Indian Express
5. The Hindu
6. Asian Age
7. The Pioneer

HINDI:

8. Nav Bharat Times
9. Dainik Jagran
10. Hindustan
11. Dainik Bhaskar

12. Jansatta

13. Punjab Kesari

DETAILS OF DIGITAL FACILITIES

- The library is fully automated using e-Granthalaya Version 3.0. library automation software.
- Issue and return of all the books to faculty and students is done using this software.
- The library cards and books have bar-codes which are scanned using bar-code readers.
- Search facility for the library holdings via Online Public Access Catalogue (OPAC) using e-Granthalaya Software.
- The library provides facilities for accessing subscribed and open access online journals and magazines to the faculty.
- Member of DEVELOPING LIBRARY NETWORK (DELNET)
- Member of AMERICAN LIBRARY
- Provision of Inter library loan via DELNET membership.
- Around 625 CD / DVD available for use in the library.

DETAILS OF CD/DVD COLLECTION IN LIBRARY

S. No.	TITLE (SUBJECT :-COMPUTER)	No. of CD/DVD
1	Master of VB6	61
2	Internet & WWW Hot to Progress	30
3	Computer Graphics	9
4	Office Suites (Linux)	1
5	Linux	85
6	Microsoft net	1

7	Active Server Pages 2.0	2
8	Tool's	2
9	IT CD	8
10.	Caldera Eserver 2.3	1
11	Digit	14
12	Computer Active	4
13	SQL PL/SQL	13
14	C++ Programming	14
15	VB-6	9
16	Computer today	7
17	IT CD	9
18	PC QUEST	61
19	PC World	8
20	Internet & WWW	7
21	Back up Libsys	2
22	Software Driver V 4.6	2
23	Personal Tech	2
24	Guide to VB 6	3
25	Visual Basi 2010 Programming	5
26	Financial Management	40
27	Financial Management/Ravi Kish	10
28	Information Practices	10
29	Linux For you /Open Source for You	35
30	Operation Management	11
31	Organizational Behavior	10
32	Software Engineering	46
33	24 Computer Fundamentals	10
34	Electronics For you	37

34		33
	EDUCATION	
S. No.	**TITLE**	**No. of CD/DVD**
1.	Daswani Educational Group	1
	MANAGEMENT	
S. No.	**TITLE**	**No. of CD/DVD**
1.	Management Accounting	4
	LAW	
S. No.	**TITLE**	**No. of CD/DVD**
1.	A Practical Guide Business, Law & Internet	2
	SCIENCE	
	TITLE	**No. of CD/DVD**
1.	Netter's Anatomy	1
2.	Living Science	2
3.	Human Anatomy	2
	ENGLISH	
S. No.	**TITLE**	**No. of CD/DVD**
1.	Interactive English	2
2.	Communicate In English	1
3.	Spoken English	1
	GENERAL STUDIES	
S. No.	**TITLE**	**No. of CD/DVD**
1.	Fulfilling Aspirations	1
2.	Hotel Bills	1
3.	Quiz Master	1
4.	The Land of thus & So	2

| 5 | Gujarat: The Power House | 1 |
| 6 | The Monk Who Sold his Ferrari | 1 |

TOTAL CD/DVD COLLECTION   = 625

2.3.10 Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If 'yes', elaborate on the challenges encountered and the institutional approaches to overcome these.

An institution is a live organization and so bound to face challenges. The biggest challenge is completing the curriculum within the planned time frame. A number of socio-political factors are responsible for this. It may be a political issue, a stir of a particular segment of working class or even in festive seasons when students go to their native places and fail to return as holidays end. Such issues intervene in the Trinity Institute activities and disturb the academic life. In such a state of affairs, extra classes are arranged besides the regular routine.

2.3.11 How does the institute monitor and evaluate the quality of teaching learning?

Such monitoring and evaluation is the responsibility of the departments. Head of the departments are responsible to maintain the quality.. College has constituted a team of experts quarterly conducts academic audit . Outcome is shared with the faculty along with the suggests.

2.4 Teacher Quality

2.4.1 Provide the following details and elaborate on the strategies adopted by the Trinity Institute in planning and management (recruitment and retention) of its human resource (qualified and competent teachers) to meet the changing requirements of the curriculum

Number of teaching and non-teaching positions in the Institution

Positions	Teaching faculty						Non-teaching staff		Technical staff	
	Professor		Associate Professor		Assistant Professor					
	*M	*F	*M	*F	*M	*F	*M	*F	*M	*F
Sanctioned by the UGC / University / State Government *Recruited*	4	0	01	03	07	47+1	0	0	0	0
Yet to recruit	0	0	0	0	0	0	0	0	0	0
Sanctioned by the Management/ society or other authorized bodies *Recruited*	4	0	01	03	07	47+1	03	03	03	0
Yet to recruit	0	0	0	0	0	0	0	0	0	0

*M-Male *F-Female

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.							
Ph.D.	04	0	01	03	0	0	08
M.Phil.	0	0	0	0	1	05	06
PG	0	0	0	0	06	42+1	49
Temporary teachers							
Ph.D.	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0
Part-time teachers							
Ph.D.	0	0	0	0	0	0	0

M.Phil.	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0

2.4.2 How does the institution cope with the growing demand/ scarcity of qualified senior faculty to teach new programmes/ modern areas (emerging areas) of study being introduced (Biotechnology, IT, Bioinformatics etc.)? Provide details on the efforts made by the institution in this direction and the outcome during the last three years.

To teach the students certain subjects but we do employ guest faculty too with degree and training in core areas. On many occasions the faculty members contact the expert himself and arrange special lectures by them.

2.4.3 Providing details on staff development programmes during the last four years elaborate on the strategies adopted by the institution in enhancing the teacher quality.

(i) Teaching learning methods/approaches :- The Trinity Institute adopts various kind of

teaching & learning methods. Lecture, Interactive, Group- discussion, Demonstration methods are the main adopted by our Trinity Institute. Study tour and exclusions are also arranged for the students.

(ii) Content /Knowledge management :- As the courses & syllabus is decided by the

university faculty member go through the syllabus very thoroughly and accordingly they

manage contents & knowledge.

(iii) Audio Visual aids / multimedia :- Faculty intensively use audio visual aids &

multimedia for enhancing the better understanding of the subject matter taught to students.

c) Percentage of faculty:

☞   invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies – 20% pl. refer departmental report

☞   participated in external Workshops / Seminars / Conferences recognized by national/ international professional bodies - 100% (Permanent faculty)

☞ presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies - 100% (Permanent faculty). pl. refer departmental report

2.4.4 What policies/systems are in place to recharge teachers? (eg: providing research grants, study leave, support for research and academic publications teaching experience in other national institutions and specialized programmes industrial engagement etc.)

The Institution provides Study leave for research which must be finally granted by the university. At university level, facilities are available for research grant, publication support, lien and other 'duty' leaves for On-site experience, for visiting an institution as a faculty, industrial training and engagement, educational tours, foreign study travels, for attending seminars/symposia etc. that can be availed of by the teachers of its constituent units.

2.4.5 Give the number of faculty who received awards / recognition at the state, national and international level for excellence in teaching during the last four years. Enunciate how the institutional culture and environment contributed to such performance/achievement of the faculty.
The faculty members who have done commendable jobs are awarded appreciation letters by the Head of the Trinity Institute, Management.

2.4.6 Has the institution introduced evaluation of teachers by the students and external Peers? If yes, how is the evaluation used for improving the quality of the teaching-learning process?

The outcome of evaluation is converted to a grade scale and the teachers having a high grade are acknowledged and teachers having a low grade are advised for corrective measures by the management.

2.5 Evaluation Process and Reforms

2.5.1 How does the institution ensure that the stakeholders of the institution especially students and faculty are aware of the evaluation processes?

Students and faculty members are informed of the schedules of the evaluation in advance by the Trinity Institute and/or university through communiqués and notifications on website, newspapers and notice boards, and the main process of evaluation is conducted

by the faculties with the help of the Examination Control department of the Trinity Institute and university .

2.5.2 What are the major evaluation reforms of the university that the institution has adopted and what are the reforms initiated by the institution on its own?

- o All the evaluations are done by the university only still the faculty members evaluate the

  student in their classroom by their performances, by group discussion and by

  question/answer session.

- o Extra-curricular activities like Sport, cultural , Quiz, brain storming competitions, project activities are planned by the Trinity Institute which inculcate the habit of discipline, leadership & workmanship among the youth.

2.5.3 How does the institution ensure effective implementation of the evaluation reforms of the university and those initiated by the institution on its own?

The Trinity Institute follows all the existing and reformatory instructions and rules of the university related to the evaluation of UG, PG and Vocational courses. Evaluation of the students enrolled in add-on courses is strictly carried out by the Trinity Institute on the pattern suggested/approved by the university.

2.5.4 Provide details on the formative and summative assessment approaches adopted to measure student achievement. Cite a few examples which have positively impacted the system.

- o Formative approaches adopted by the Trinity Institute home assignments, project works, vivavoce etc.
- o Summative approaches are term end examinations conducted by the university.
- o According to their performances in the above said programmes the students are advised and counseled accordingly so that they can do better in future.

The annual and semester end evaluation of the students for their theoretical knowledge is typically summative.

2.5.5 Detail on the significant improvements made in ensuring rigor and transparency in the internal assessment during the last four years and

weightages assigned for the overall development of students (weightage for behavioral aspects, independent learning, communication skills etc.

Internal assessment system in programs has been introduced by the university only two years back and it is improving year by year. But, it does not consist any component of weightage for behavioral aspects, independent learning, communication skills etc. However, these significant aspects are taken care of in Viva voce examination/evaluation of students in some way.

2.5.6 What are the graduate attributes specified by the Trinity Institute/ affiliating university? How does the Trinity Institute ensure the attainment of these by the students?

We may say with some pride that we try to inculcate several desirable attributes into our graduate and post graduate students during their study duration e.g. discipline, upright and independent thinking, self-confidence, community living, communicative skill, right behavior, skills and knowledge at the Trinity Institute level. That is why our students excel in life and placed in high job and research positions globally.

2.5.7 What are the mechanisms for redressal of grievances with reference to evaluation both at the Trinity Institute and University level?

The university has a mechanism to address grievances with reference to evaluation which allows students to revalue the paper at nominal charges after the results are declared. The Trinity Institute has a three-tier system.

• Faculty Level: At the Trinity Institute, the students can approach the faculty concerned for any discrepancy in evaluation, after scrutinizing their own evaluated answer scripts.

• Department Level: If not satisfied, they may also approach the HoD.

• Trinity Institute Level: If this is still not satisfactory, they may approach the Principal or drop a note stating their grievance in the suggestion box which is attended to by the Principal.

2.6. Student performance and Learning Outcomes

2.6.1 Does the Trinity Institute have clearly stated learning outcomes? If 'yes' give details on how the students and staff are made aware of these?

Yes

• Mission, Vision, Quality Policy and objectives of the Trinity Institute is printed in the handbook which is handed over to the students at the beginning of each academic year.

• Through Display boards

• During the orientation program of each academic year, the Principal in his address mentions about the expected learning outcome of the institution to students, parents and faculty members of the Trinity Institute

• And through the website of the Trinity Institute

2.6.2 Enumerate on how the institution monitors and communicates the progress and performance of students through the duration of the course/programme? Provide an analysis of the students results/achievements   (Programme/course wise for last four years)   and explain the differences if any and patterns of achievement across the programmes/courses offered.

The students are in direct contact of their teachers. Progress or lag condition is made known to them individually, and in special cases, their parents are too communicated. Marks achieved by the students in their term and examinations are the main indicators of their performance. Group-discussions, debate and performance in the classroom are also indicators of individual performances.

Faculty member after going through the performance of the individual suggest corrective

Measures

2.6.3 How are the teaching, learning and assessment strategies of the institution structured to facilitate the achievement of the intended learning outcomes?

Teaching, learning and assessment strategies of the institution are executed in four different stages. They are planning and training, execution, evaluation and assessment by tutor.

o *Planning and training:* Every faculty member prepares a teaching plan and the same is informed to the students at the beginning of the semester. This helps the students to prepare for the class in advance. Depending upon the need, the faculty members are given the necessary training by the faculty development committee.

o *Execution:* 100% syllabus is completed by the end of each semester. The same is monitored by the HODs of the departments and they submit detailed report to the Principal on a monthly basis. Monthly performance report also helps in executing the academic plan.

o *Evaluation:* A minimum of two internal examinations are conducted to assess

academic learning. Faculty members have enough freedom to assess the students by conducting seminars, assignments, and quizzes for continuous evaluation.

o *Assessment:* A complete and comprehensive assessment is done by the tutors in the given format in which all the factors are taken into account for evaluating the students

2.6.4 What are the measures/initiatives taken up by the institution to enhance the social and economic relevance (student placements, entrepreneurship, innovation and research aptitude developed among students etc.) of the courses offered?

The Trinity Institute has a placement Cell for students. To develop entrepreneurship, we have invited talks from industry people and successful entrepreneurs regularly program-wise. Additionally, by several innovative approaches (e.g. workshops, special lectures by eminent personalities , seminars, project reports and innovative experiments etc.

2.6.5 How does the institution collect and analyze data on student performance and learning outcomes and use it for planning and overcoming barriers of learning?

The data on students' performance and input from the tutor are used for the complete and comprehensive evaluation of students. The Data analysis Committee analyzes the data collected from the various departments. The analyzed data including the programmes of each department is presented before the planning and evaluation committee at the end of every academic year for making corrective measures for the next academic year. progress on a regular basis.

2.6.6 How does the institution monitor and ensure the achievement of learning outcomes?

a. Through Result analysis
 b. Monitoring by tutors
c. Announcing it through the website
d. Encouraged and motivated by announcing it through public address systems
e. Implementing suggestions made by the Planning and Evaluation Committee
f. The department academic council monitors the progress continuously.

2.6.7 Does the institution and individual teachers use assessment/ evaluation outcomes as an indicator for evaluating student performance, achievement of learning objectives and planning? If 'yes' provide details on the process and cite a few examples.

Any other relevant information regarding Teaching-Learning and Evaluation which the Trinity Institute would like to include.

- o Yes, after going through the results poor performers are identified, they are counseled by the faculty member and told about the steps to improve their performances in the further examination.
- o Home assignments , Class room practices and Group-discussions are to enhance the skills of the learner.

Any other relevant information regarding Teaching-Learning and Evaluation

which the Trinity Institute would like to include.

- o The Trinity Institute always insists for the development of communication skills of the students

because most of the learners are from rural back-ground.

- o Since most of the student are not exposed to advanced educational environment faculty

members time to time brief them about various technologies adopted to enhance the

knowledge of the learner.

- o Study tours are arranged by the Trinity Institute for the benefit of the learner time and again.
- o Potential learners and better performer are always contacted by the faculty members to brief

them about programmes and courses beneficial for them.

- o The Trinity Institute is set up in a rural background.
- o Most of the students are first generation learners.
- o The communication skill, leadership guidelines are not remarkable with large number of

students

o There is little peer-group initiative and influence in the students

o The teachers take extra care to overcome these difficulties with the students.

o Remedial class, class-room seminar, conducts of association activities are scheduled to

expose the students to better learning.

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

3.1.1 Does the institution have recognized research center/s of the affiliating University or any other agency/organization?

No, as on date Trinity Institute is not a recognized research Centre of the Parent University or any other research organization. However, some faculty members undertake minor research projects.

3.1.2 Does the Institution have a research committee to monitor and address the issues of research? If so, what is its composition? Mention a few recommendations made by the committee for implementation and their impact.

Yes, there is Research committee that facilitates and monitors research being carried out in all the departments.

The Research committee consists of 05 members including :-

- Principal
- Director
- Faculty Members (03)

3.1.3 What are the measures taken by the institution to facilitate smooth progress and implementation of research schemes/ projects?

§ autonomy to the principal investigator

§ timely availability or release of resources

§ adequate infrastructure and human resources

- time-off, reduced teaching load, special leave etc. to teachers

§ support in terms of technology and information needs

72

§   facilitate timely auditing and submission of utilization certificate to the funding authorities

§   any other

Autonomy to the principal investigator

Complete freedom is provided to the principal investigator to carry on research and to present the same after it is completed.

Timely availability or release of resources

The institution will provide funds within a month of receiving the proposals.

Adequate infrastructure and human resources

The institution has library space for working and provides help by discussions and presentations from the peer group.

Time-off, reduced teaching load, special leave etc. to Teacher

The institution gives sabbatical to the faculty members who wish to work on a research proposal. It also gives faculty members the freedom to move from full time to part time positions while doing their research projects. Academic leaves, travel expenses, registration fee reimbursement etc. are additional incentives provided to faculty for publishing / presenting papers in Conferences.

Support in terms of technology and information needs

The institute has provided every faculty member with a desk top. The institute also has a computer lab and data base Del net and Prowess in the computer lab which can be used for research purposes. The campus has a free wifi for the use of teachers and students.

Facilitate timely auditing and submission of utilization certificate to the funding authorities
NA

Any other

3.1.4 What are the efforts made by the institution in developing scientific temper and research culture and aptitude among students?

Students are engaged in internship projects every year. A faculty member is a mentor to 5 or 6 students. The mentor meets the corporate manager under whose guidance the student is doing the project. After submission of the project the best projects are selected and kept in the library for reference of other students. In order to motivate such students prizes are also given by the institute. Selected students also make their project presentations to the class giving details of their research work.

3.1. 5 Give details of the faculty involvement in active research (Guiding student research, leading Research Projects, engaged in individual/collaborative research activity, etc.

Two Senior faculty members guide faculty doing Ph.D. also Research projects undertaken by the students which are guided by the faculty.

3.1.6 Give details of workshops/ training programmes/ sensitization programmes conducted/organized by the institution with focus on capacity building in terms of research and imbibing research culture among the staff and students.

From time to time the institute arranges faculty development programmes to sensitize the faculty in conducting research.
(Details pl refer to the Departmental report)

3.1.7 Provide details of prioritized research areas and the expertise available with the institution.

The priority research fields are application oriented those which will benefit the corporate sector. The organization has industrial linkages and conducts research in different management areas covering human relations, environment management, financial aspects, marketing trends and innovation in the IT sector. Currently 03 faculty are engaged in research in Banking, Retail and SME sectors.

3.1.8 Enumerate the efforts of the institution in attracting researchers of eminence to visit the campus and interact with teachers and students?

The organization invites people from the industries who sensitize students and teachers to new research areas required in corporate organizations. Speakers are invited from the social sector especially from NGO‟s that provide a research orientation in the social sector. Eminent scholars from other university are also invited to speak on their research

findings. They interact with students and teachers

3.1.9 What percentage of the faculty has utilized Sabbatical Leave for research activities? How has the provision contributed to improve the quality of research and imbibe research culture on the campus?

The privilege of availing sabbatical leave for the faculty members for carrying out research activities has been recently introduced.

3.1.10 Provide details of the initiatives taken up by the institution in creating awareness/advocating/transfer of relative findings of research of the institution and elsewhere to students and community (lab to land)

The institute has a research journal which is widely distributed, through this journal the researchers are able to get innovative ideas from other researchers. Thus involving transfer of findings of one institution to another. The Principal of the Trinity Institute always play the vital role in inspiring faculty.

3.2 Resource Mobilization for Research

3.2.1 What percentage of the total budget is earmarked for research? Give details of major heads of expenditure, financial allocation and actual utilization.

Trinity Institute budgetary allocation of Rs. _one lakh during the financial year 2015-16 and Rs 60000/- for the Academic Session 2014-15.

3.2.2 Is there a provision in the institution to provide seed money to the faculty for research? If so, specify the amount disbursed and the percentage of the faculty that has availed the facility in the last four years?

Pl refer para 3.2.1 above

3.2.3 What are the financial provisions made available to support student research projects by students?

The students do not receive financial support but are given infrastructure and administrative as well as advisory support.

3.2.4 How does the various departments/units/staff of the institute interact in undertaking inter-disciplinary research? Cite examples of successful endeavors and challenges faced in organizing interdisciplinary research.

Trinity Institute has planned a workshop on interdisciplinary research in every month

3.2.5 How does the institution ensure optimal use of various equipment and research facilities of the institution by its staff and students?

The computer labs are being used extensively. The library is also being used by both students and teacher. A daily record is kept to observe the utilization of resources.

3.2.6 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facility? If 'yes' give details.

The institution does receive research grants from industry or any other agency.

3.2.7 Enumerate the support provided to the faculty in securing research funds from various funding agencies, industry and other organizations. Provide details of ongoing and completed projects and grants received during the last four years.

No grants have been received by any faculty from any agency during the last four years

3.3 Research Facilities

3.3.1 What are the research facilities available to the students and research scholars within the campus?

There is a computer lab for students and research scholars and wifi is available throughout the day. The library has the database prowess for use of the researchers. Senior members extend v guidance as and when required by the researcher.

3.3.2 What are the institutional strategies for planning, upgrading and creating infrastructural facilities to meet the needs of researchers especially in the new and emerging areas of research?

The Trinity Institute solicits opinions and expectations from all the faculty members regarding collegial support in carrying out their research work.

3.3.3 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facilities?? If 'yes', what are the instruments / facilities created during the last four years.

Nil

3.3.4 What are the research facilities made available to the students and research scholars outside the campus / other research laboratories?

Student can attend various reputed libraries and laboratories with the recommendation of

Principal and research supervisor

3.3.5 Provide details on the library/ information resource center or any other facilities available specifically for the researchers?

Information resources, Data entry operator, Electricity, Xerox, e.journals, Bibilography, separate space / room etc.are available

3.3.6 What are the collaborative research facilities developed/ created by the research institutes in the Trinity Institute. For ex. Laboratories, library, instruments, computers, new technology etc.

The institute has modern, well-equipped computer labs and library.

3.4 Research Publications and Awards

3.4.1 Highlight the major research achievements of the staff and students in terms of

* Patents obtained and filed (process and product)-**No**

* Original research contributing to product improvement-**No**

* Research studies or surveys benefiting the community or improving the services-**Yes**

* Research inputs contributing to new initiatives and social development-**Yes**

3.4.2 Does the Institute publish or partner in publication of research journal(s)? If 'yes', indicate the composition of the editorial board, publication policies and whether such publication is listed in any international database?

Yes, details Are as predented in the Departmental Report

3.4.3 Give details of publications by the faculty and students:

* Publication per faculty

* Number of papers published by faculty and students in peer reviewed journals (national / international)

* Number of publications listed in International Database (for Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

* Monographs

* Chapter in Books

* Books Edited

* Books with ISBN/ISSN numbers with details of publishers

* Citation Index

* SNIP

* SJR

* Impact factor

* h-index

Pl refer to para 3.4.2 above . Details are also given in the respective department evaluation reports.

3.4.4   Provide details (if any) of

* research awards received by the faculty

* recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally

* incentives given to faculty for receiving state, national and international recognitions for research contributions.

3.5 Consultancy

3.5.1 Give details of the systems and strategies for establishing institute-industry interface?

The institution has a strong industry – interface and excels in forging strong relationship with industry though it's various initiatives. Some of these are:

- To facilitate various student as well as institution oriented activities like Training, Mentoring, Workshops, Seminars and Conferences.
- Mentoring programme and Summer Internship are strongly linked to industry
- Live Research Projects
- Guest Lectures, Seminars and Conferences at both National and International levels.

3.5.2 What is the stated policy of the institution to promote consultancy? How is the available expertise advocated and publicized?

The institution has a stated policy in terms of consultancy services provided. It encourages and provides active support to faculty in this area

3.5.3 How does the institution encourage the staff to utilize their expertise and available facilities for consultancy services?

The staff and resource persons are provided incentives, infrastructural support, Academic Leaves, Compensatory benefits and recognition at various forums

3.5.4 List the broad areas and major consultancy services provided by the institution and the revenue generated during the last four years.

The various areas in which consulting services are provided are as below:

- Entrepreneurship
- Financial Management
- Marketing (CRM & Retail)
- Team Building and Leadership
- Interpersonal Communication
- Time and Stress Management
- People Management Creativity
- Innovation Emotional Intelligence

3.5.5 What is the policy of the institution in sharing the income

generated through consultancy (staff involved: Institution) and its use for institutional development?

NA

3.6 Extension Activities and Institutional Social Responsibility (ISR)

3.6.1 How does the institution promote institution-neighborhood-community network and student engagement, contributing to good citizenship, service orientation and holistic development of students?

Business schools today are arguably some of the most influential institutions in contemporary society. The research and education they provide set the standard for how future leaders manage local and global organizations – a responsibility requiring continual discussion, development and change

The Trinity Institute organizes various social, cultural and community reach-out programmes in the

locality and thereby intensifies the social affinity and national programmes such as :

- Swachh Bharat Abhiyan
- Voter Awareness Programme
- Consumer Awareness Programme
- Immunization Programme
- Disaster Management and Mitigation
- Health Awareness and Yoga

3.6.2 What is the Institutional mechanism to track students' involvement in various social movements / activities which promote citizenship roles?

The CSR Committee headed by Director and comprising faculty as well as Students are stakeholders in our CSR activities and initiatives. The Committee tracks all activities and the progress is reflected in our brochure, monthly newsletters and on our websites.

3.6.3How does the institution solicit stakeholder perception on the overall performance and quality of the institution?

The institute has an effective student faculty-feedback system which ensures that systematic and frequent feedback is obtained from students. It is important to the faculty that as many of our students as possible give us feedback to see in which areas we are doing well and in which we need to improve. Each student is asked to fill a form which relates to faculty's teaching ability, communication skills, presentation skills, interactive approach etc., The evaluation is on a scale of 1 to 5 i.e., from "Below Average" to "Excellent". The form also provides an opportunity to each student to grade and give suggestions on the proper operation and maintenance of Computer Labs, Canteen, Library and Classrooms. Students fill these forms both at the beginning and at the end of the trimester so that not only faculty performance but state of various facilities can be tracked and improvements undertaken.

3.6.4 How does the institution plan and organize its extension and outreach programmes? Providing the budgetary details for last four years, list the major extension and outreach programmes and their impact on the overall development of students.

Trinity Institute has a mechanism of Talent Hunt through conduct of various competition at the induction level of the course. Talent is optimally utilized by Director and faculties through a chain of committees.

3.6.5 How does the institution promote the participation of students and faculty in extension activities including participation in NSS, NCC, YRC and other National/ International agencies?

The Institute has Co-curricular and Sports Committee that organizes several activities which help in motivating participation of students & faculty in extension activities.

3.6.6 Give details on social surveys, research or extension work (if any) undertaken by the Trinity Institute to ensure social justice and empower students from under-privileged and vulnerable sections of society

CSR committee and student members visit the local slums to assess needs of local youth. Based on surveys classes are organized for boys and girls in the Campus in computer classes, tailoring courses, communication (English Language) lessons etc.

3.6.7 Reflecting on objectives and expected outcomes of the extension activities organized by the institution, comment on how they complement students' academic learning experience and specify the values and skills inculcated.

Regular discussions , lectures held to create awareness on social welfare and conduct primary and basic health awareness programme in the nearby village.

3.6.8 How does the institution ensure the involvement of the community in its reach out activities and contribute to the community development? Detail on the initiatives of the institution that encourage community participation in its activities?

CSR committee of the Institute prepare the Action Plan at the beginning of the Semester and outline various activities to be undertaken during the semester. The plan ensures that all sections of society are covered in the various developmental activities

3.6.9 Give details on the constructive relationships forged (if any) with other institutions of the locality for working on various outreach and extension activities.

The institute works in hand with local NGOs to conduct various CSR activities.

3.6.10 Give details of awards received by the institution for extension activities and/contributions to the social/community development during the last four years.

3.7 Collaboration

3.7.1 How does the institution collaborate and interact with research laboratories, institutes and industry for research activities. Cite examples and benefits accrued of the initiatives - collaborative research, staff exchange, sharing facilities and equipment, research scholarships etc.

Details are given in the respective department reports.

3.7.2 Provide details on the MoUs/collaborative arrangements (if any) with institutions of national importance/other universities/ industries/Corporate (Corporate entities) etc. and how they have contributed to the development of the institution.

3.7.3 Give details (if any) on the industry-institution-community interactions that have contributed to the establishment / creation/up-gradation of academic facilities, student and staff support, infrastructure facilities of the institution viz. laboratories / library/ new technology /placement services etc

Interaction between management institutes and industry leads to revision and updation of curriculum, library upgradation, organization of workshops, seminars and conferences on issues affecting the business world or on latest technological development or latest innovation practices.

3.7.4 Highlighting the names of eminent scientists/participants who contributed to the events, provide details of national and international conferences organized by the Trinity Institute during the last four years

3.7.5How many of the linkages/collaborations have actually resulted in formal MoUs and agreements ? List out the activities and beneficiaries and cite examples (if any) of the established linkages that enhanced and/or facilitated -

a) Curriculum development/enrichment

b) Internship/ On-the-job training

c) Summer placement

d) Faculty exchange and professional

development e)   Research

f)

Consulta

ny g)

Extensio

n

h) Publication

i) Student Placement

j) Twinning programmes

k) Introduction of new

courses

l) Student exchange

m) Any other

Details are given in the respective department reports.

3.7.6 Detail on the systemic efforts of the institution in planning, establishing and implementing the initiatives of the linkages/ collaborations. Any other relevant information regarding Research, Consultancy and Extension which the Trinity Institute would like to include.

Details are given in the respective department reports

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

4.1.1 What is the policy of the Institution for creation and enhancement of infrastructure that facilitate effective teaching and learning ?

The institute has excellent infrastructure and state of the art facilities which facilitate effective teaching and learning. These include spacious, air-conditioned classrooms fitted with LCDs, Modern Computer labs and library, plush auditorium and Conference Room, GD/PI Room etc

4.1.2 Detail the facilities available for

a) Curricular and co-curricular activities – classrooms, technology enabled learning spaces, seminar halls, tutorial spaces, laboratories, botanical garden, Animal house, specialized facilities and equipment for teaching, learning and research etc.

b) Extra –curricular activities – sports, outdoor and indoor games, gymnasium, auditorium, NSS, NCC, cultural activities, Public speaking, communication skills development, yoga, health and hygiene etc.

- We encourage our students to participate in co-curricular and extra-curricular activities. Active participation of the students in various events like Quiz, Extempore, Presentation Competition, Ad-Mad, Business Plan, etc
- A large playground for outdoor games , indoor games like chess , carom etc.

4.1.3 How does the institution plan and ensure that the available infrastructure is in line with its academic growth and is optimally utilized? Give specific examples of the facilities developed/augmented and the amount spent during the last four years (Enclose the Master Plan of the Institution / campus and indicate the existing physical infrastructure and the future planned expansions if any).

The Trinity Institute has a grand building providing infrastructure for following faculties. It has 15 class-rooms for the following courses

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 Commerce   ---

 Edu.Deptt.   ---

 Management   ---

At the ground floor there is a big hall kept for seminar and meetings and cultural activities.

Regular class rooms are available with adequate infrastructure. There is a well-furnished & modern Computer lab. at first floor, and library building.

4.1.4 How does the institution ensure that the infrastructure facilities meet the requirements of students with physical disabilities?

Lift, entrance ramp and special toilets are provided for use of differently allotted students.

4.1.5 Give details on the residential facility and various provisions available within them:

- Hostel Facility – Accommodation available
- Recreational facilities, gymnasium, yoga center, etc.
- Computer facility including access to internet in hostel
- Facilities for medical emergencies
- Library facility in the hostels
- Internet and Wi-Fi facility
- Recreational facility-common room with audio-visual equipments
- Available residential facility for the staff and occupancy
  Constant supply of safe drinking water
- Security

4.1.6 What are the provisions made available to students and staff in terms of health care on the campus and off the campus?

- Medical Room is equipped with a basic medical kit and medicines like Band Aids, Pain relieving gel, Pain killers etc for use of Students, teachers and staff
- Various notices are updated online and offline to bring awareness among students about various health related issues. For example, they were made aware about various Precautions of Swine Flu, through notice and online postings.

4.1.7 Give details of the Common Facilities available on the campus–spaces for special units like IQAC, Grievance Redressal unit, Women's Cell, Counselling and Career Guidance, Placement Unit, Health Centre, Canteen, recreational spaces for staff and students, safe drinking water facility, auditorium, etc.

- Committees are there comprising of faculty and staff members for Grievance Redressal Unit, Women's cell

- counselors are appointed to look after the responsibility of Counseling and career guidance to students.

- Cafeteria is provided for Food Facility. Boys and Girls common Room is provided in basement.

- Medical Room is maintained along with a basic medical kit and medicines like Band Aids, Pain relieving gel, Pain killers etc kept at Reception for use of Students, teachers and staff

4.2 Library as a Learning Resource

4.2.1 Does the library have an Advisory Committee? Specify the composition of such a committee. What significant initiatives have been implemented by the committee to render the library, student/user friendly?

A Library Committee comprising of a Head and staff members work together to make library user friendly. Significant initiatives like addition of latest books and journals.

4.2.2 Provide details of the following:

* Total area of the library (in Sq Mts.)

* Total seating capacity

* Working hours (on working days, on holidays, before examination days, during examination days, during vacation)

* Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)

4.2.3 How does the library ensure purchase and use of current titles, print and e-journals and other reading materials? Specify the amount spent on procuring new books, journals and e-resources during the last four years.

Library Expenses 2016- 2017

S. No.	Item	Amount
1.	Books	1,08336.00
2.	Magazines and Journals	48,547.00
3.	Membership (DELNET)	11,500.00
4.	Membership (American Library)	2,000.00
6.	News Papers	22,800.00
7.	Miscellaneous	5,309.00
		1,98492.00

Library holdings	Year -1		Year - 2		Year - 3		Year - 4	
	Number	Total Cost	Number	Total Cost	Number	Total Cost	Number	Total Cost
Text books								
Reference Books								
Journals/ Periodicals								
e-resources								
Any other (specify)								

4.2.4 Provide details on the ICT and other tools deployed to provide maximum access to the library collection?

∗ OPAC

∗ Electronic Resource Management package for e-journals

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* Federated searching tools to search articles in multiple databases

* Library Website

* In-house/remote access to e-publications

* Library automation

* Total number of computers for public access

* Total numbers of printers for public access

* Internet band width/ speed   2mbps   10 mbps   1 gb (GB)

* Institutional Repository

* Content management system for e-learning

* Participation in Resource sharing networks/consortia (like Inflibnet)

4.2.5 Provide details on the following items:

* **Average number of walk-ins**

* **Average number of books issued/returned**

* **Ratio of library books to students enrolled**

* **Average number of books added during last three years**

* **Average number of login to opac (OPAC)**

* **Average number of login to e-resources**

* **Average number of e-resources downloaded/printed**

* **Number of information literacy trainings organized**

* **Details of "weeding out" of books and other materials**

4.2.6 Give details of the specialized services provided by the library

* **Manuscripts**

* **Reference**

* **Reprography**

* **ILL (Inter Library Loan Service)**

* **Information deployment and notification (Information**

        Deployment and
          Notification)

* **Download**

*   **Printing**

*   **Reading list/ Bibliography compilation**

*   **In-house/remote access to e-resources**

*   **User Orientation and awareness**

*   **Assistance in searching Databases**

*   **INFLIBNET/IUC facilities**

4.2.7 Enumerate on the support provided by the Library staff to the students and teachers of the Trinity Institute.

- Issue and Returns of books is done.
- Book bank is provided to students every semester.
- Location of books and magazines can be easily known from the Library staff / Charts available.
- Library staff maintains course manuals for every subject prepared by faculty members.
- Library staff also provide support to search e – reading material in library

4.2.8 What are the special facilities offered by the library to the visually/physically challenged persons? Give details.

Visually/ Physically challenged persons can be provided assistance by library staff, if required

4.2.9 Does the library get the feedback from its users? If yes, how is it analyzed and used for improving the library services. (What strategies are deployed by the Library to collect feedback from users? How is the feedback analyzed and used for further improvement of the library services?)

Library procures the feedback from its users in a formal register maintained for various complaints and suggestions, which are further discussed in Library committee meetings and actions are taken upon accordingly. Students also provide suggestions on improvement of library in the monthly feedback form they submit.

4.3 IT Infrastructure

4.3.1.Give details on the computing facility available (hardware and software) at the institution.

-Number of computers with Configuration (provide actual number with exact configuration of each available system)-

-Computer-student ratio-

- Standalone facility-Yes
- LAN facility-Yes
- Wifi facility-Yes
- Licensed software-YES
- Number of nodes/ computers with Internet facility- Yes (7.2 Mbps)
- Any other

4.3.2 Detail on the computer and internet facility made available to the faculty and students on the campus and off-campus?

Institute has 6 mbps leased line internet facility available to students faculty and staff.

Campus is wi-fi enabled. Internet is available also to facilitate teaching in class rooms

4.3.3 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

Institute is working on implementing more user-friendly software. Software has been installed and is being used to coordinate academic, examination and admission activities.

4.3.4 Provide details on the provision made in the annual budget for procurement, upgradation, deployment and maintenance of the computers and their accessories in the institution (Yearwise for last four years)

☞ Technicians are summoned to repair equipment's if needed.

F Computer labs are maintained in good condition with the assistance of technicians if

needed.

F The Trinity Institute allocates a special fund for the maintenance of instruments.

F All these activities are carried out under the efficient members.

4.3.5 How does the institution facilitate extensive use of ICT resources including development and use of computer-aided teaching/ learning materials by its staff and students?

The Institute has dedicated Internet bandwidth of 6 Mbps (1:1) Fibre Leased line available round the clock. The LAN connects labs & Classroom for easy access of printers and other resources. The entire campus is WiFi enabled which allows students to sit and interact on-line anywhere in the campus.

4.3.6 Elaborate giving suitable examples on how the learning activities and technologies deployed (access to on-line teaching- learning resources, independent learning, ICT enabled classrooms/learning spaces etc.) by the institution place the student at the center of teaching-learning process

and render the role of a facilitator for the teacher

There are __four_ smart class rooms to provide modern education to students.

4.3.7 Does the Institution avail of the National Knowledge Network connectivity directly or through the affiliating university? If so, what are the services availed of?

The above is not applicable to our institute

4.4   Maintenance of Campus Facilities

4.4.1 How does the institution ensure optimal allocation and utilization of the available financial resources for maintenance and upkeep of the following facilities (substantiate your statements by providing details of budget allocated during last four years)?

		2013-14	Total	2014-15	Total	2015-16	Total
Building	R&M	7133811	**7133811**	3443589	**3443589**	9652695	**9652695**
	Pur	0		0		0	
Library	Fee & Sub	35428	**196419**	38306	**406620**	45585	**83598**
	Pur	160991		368314		38013	
Computer	R&M	92350	**1339237**	85735	**1282864**	98253	**290935**
	Pur	1246887		1197129		192682	
Furniture	R&M	0	**3014555**	0	**95633**	0	**37080**
	Pur	3014555		95633		37080	
Vehcle	R&M	312179	**312179**	164052	**164052**	267243	**3243613**
	Pur	0		0		2976370	

4.4.2 What are the institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the Trinity Institute?

The Administration Department is responsible for all maintenance and upkeep of infrastructure, facilities and equipment in the Trinity Institute. The maintain proper inventory of all equipment and fittings. They also keep a check list, as a part of the maintenance plan, for various inspections/maintenance routines to be conducted on equipment/systems such as Water, Electricity Firefighting, sanitary systems and equipment etc

4.4.3 How and with what frequency does the institute take up calibration and other precision measures for the equipment/ instruments?

Under warrantee Condition.

4.4.4 What are the major steps taken for location, upkeep and maintenance of sensitive equipment (voltage fluctuations, constant supply of water etc.)?Any other relevant information regarding Infrastructure and Learning Resources which the Trinity Institute would like to include.

Electricity and water supply is done by electricity company Municipal Corporation.

5.1 Student Mentoring and Support

5.1.1 Does the institution publish its updated prospectus/handbook annually? If 'yes', what is the information provided to students through these documents and how does the institution ensure its commitment and accountability?

The institution publishes its updated Student Manual Annually Additionally information contained in Institute's by Laws is also communicated to the students on as required basis.

The various information disseminated to the students is as follows:

- Vision/Mission

- Our expectations from students

- Courses available at Trinity Institute Academic and other achievements

- Record of students

- Accreditation and awards

- Guidelines for admission

- Rules of discipline for students

- Attendance and grant of credits

- Library

- Scholarships and Merit criteria Scheme of Examination

- Procedure for investigation in case of sexual harassment/malpractices (Ragging)

- Trinity Institute societies

- Other activities and schemes

5.1.2 Specify the type, number and amount of institutional scholarships / freeships given to the students during the last four years and whether the financial aid was available and disbursed on time?

The amount of scholarship to SC/ST students is transferred in the account of students by state government directly.

5.1.3 What percentage of students receive financial assistance from state government, central government and other national agencies?

Approx 0.5% of students who were eligible received financial assistance from state government, central government and other national agencies in the academic year 2016-17

5.1.4 What are the specific support services/facilities available for

- ✓ Students from SC/ST, OBC and economically weaker sections
- ✓ Students with physical disabilities
- ✓ Overseas students
- ✓ Students to participate in various competitions/National and International

- ✓ Medical assistance to students: health centre, health insurance etc.
- ✓ Organizing coaching classes for competitive exams
- ✓ Skill development (spoken English, computer literacy, etc.,)
- ✓ Support for "slow learners"
- ✓ Exposures of students to other institution of higher learning/ corporate/business house etc.
- ✓ Publication of student magazines

Financial aid is made available for the students from SC/ST/OBC and economically weaker sections. Help is also rendered through Book Bank Scheme for these Students. The Special cell also caters to the needs of these students. Apart from this, the Trinity Institute also

gives concession in fees and facility to pay in installment to the needy students.

Students with physical disabilities

Students who are physically disabled are provided with the facilities of lifts, ramps and special toilets. These are made available as per University guidelines. Apart from this, the Trinity Institute also gives concession in fees and facility to pay in installment to the needy students. Along with this the classrooms of these students are arranged at convenient locations. The Physically disabled students are also given preferential treatment in the library.

Overseas students

For overseas students we provide special attention and help them in language related problems provide extra classes as per their requirement and also provide them required documentation to facilitate their visas from time to time.

Students to participate in various competitions / National and International

Transport facility is given to the students to participate in various cultural and sports events at intercollegiate, university and State level. Arrangements are also made for refreshment during practice sessions.

Medical assistance to students: health centre, health insurance, etc.

- First Aid Kit is available in the Trinity Institute Office.
- Health Care Committee is formed to give counseling related to basic health problems of the students.
- Doctor on call facility is available in times of emergency.
- Tie-up with Urgent Care (Nearby Hospital) in case of Emergency

Organizing coaching classes for competitive exams

The institution maintains record of students appearing and qualifying in competitive examinations. Faculties are nominated to coach, mentor and council students who are preparing for different competitive exams & courses which may improve their knowledge, skills and placement opportunities.

Skill development (spoken English, computer literacy, etc.)

- The PDP faculty organizes class presentations, essay and debate competition and book review sessions to enhance the spoken English skills of students.
- There is also a provision for students to acquire basic and advanced skills in

computers. As a part of the curriculum training in MS Word, Excel, PowerPoint, Prowess, SPSS, HTML etc to make students proficient in these.

Support for slow learners

Slow learners are provided with Personal counseling and Remedial coaching by organizing extra classes, tests and assignments for them.

Exposures of students to other institution of higher learning /corporate/business house, etc.

- Experts from industry and corporate houses are invited as guest speakers to interact with students.
- Students are assigned to attend workshop, special lectures etc.
- Students visit various business/ corporate houses to carry out projects and special assignments.

Publication of student magazines

Student magazine "_Trinity Times' is regularly published by the Trinity Institute with the participation of the students.

5.1.5 Describe the efforts made by the institution to facilitate entrepreneurial skills, among the students and the impact of the efforts.

Institute has always encouraged and supported Entrepreneurship and has worked towards providing a conducive environment for its student to explore Opportunities and pursue Entrepreneurship. The Entrepreneurship Cell has been established on the campus with the objective of encouraging students to develop necessary skills and knowledge to become successful Entrepreneurs and also to create Entrepreneurial Leaders of tomorrow. The cell is driven by the faculty and students and is dedicated to the cause of promoting entrepreneurship among students, in particular, and the community at large. The cell is committed to encourage students into driving and thinking entrepreneurially and to explore entrepreneurship as a career option and way of life. The mission of the cell is to help create an Eco- System in the campus which is focused on opportunity creation and value enhancement by providing and facilitating the necessary knowledge, skills and networks crucial to Entrepreneurial success.

5.1.6 Enumerate the policies and strategies of the institution which promote participation of students in extracurricular and co- curricular activities such

as sports, games, Quiz competitions, debate and discussions, cultural activities etc.

                          * additional academic support, flexibility in examinations

                          * special dietary requirements, sports uniform and materials

                          * any other

1. Students participate in various sports at intercollegiate, University, State, Zonal and National level competitions.
2. State Yoga Championship is organized by the Trinity Institute.
3. Trinity Institute organizes various activities from time to time like Quiz competitions, Management games, Case study Competitions etc.
4. Cultural Committee organizes functions like Lohri, Teacher's Day, Republic Day, Independence Day, Children's Day followed by like Debate, Dance, Singing, Kavi Samelan etc. Students are encouraged to actively participate in all these events.
5. Identification of the talents in the students
6. Team building skills are developed through exercises and management games
7. The outstanding performers are felicitated with certificate of merit and cash prizes at the annual day function.

5.1.7 Enumerating on the support and guidance provided to the students in preparing for the competitive exams, give details on the number of students appeared and qualified in various competitive exams such as UGC-CSIR- NET, UGC-NET, SLET, ATE/CAT/GRE/TOFEL/ GMAT/ Central/State services, Defense, Civil Services, etc.

Our Library is well equipped with various books which help the students to prepare for the competitive examinations. All the teachers provide guidance to students as and when required for preparing for these competitive examinations

5.1.8 What type of counselling services are made available to the students (academic, personal, career, psycho-social etc.)

Academic counseling:
- One to one counseling
- Parent teacher meetings

- At class level, guidance of academic nature is provided.
- Expert lectures are arranged subject-wise after the completion of syllabus.

5.1.9 Does the institution have a structured mechanism for career guidance and placement of its students? If 'yes', detail on the services provided to help students identify job opportunities and prepare themselves for interview and the percentage of students selected during campus interviews by different employers (list the employers and the programmes).

Yes the institution has a placement cell which helps the students to identify job opportunities and develop entrepreneurship skills. The Alumni Association contributes significantly to the development plans of the institution. The services provided are:-

- Resume making
- Mock Interviews
- Grooming for Aptitude tests and Personal Interview sessions
- Providing opportunity to sit for number of campus placements and select the company which suits them the best
- More than 90% students get campus placements

5.1.10 Does the institution have a student grievance redressal cell? If yes, list (if any) the grievances reported and redressed during the last four years.
Cell function is to rectify the grievances faced by the students, it has been

established to find the solutions for the problem faced by the students during their course of study, but they are not registered.

5.1.11 What are the institutional provisions for resolving issues pertaining to sexual harassment?

Women Development Cell is established as per the directives of UGC. It is reconstituted every year. It functions as the guardian against sexual harassment of female staff and students.

5.1.12 Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?

Yes anti ragging committee is functioning in the Trinity Institute under the in charge of Sh.

R S Duhan , and solve the problems of students according to directions of GOVT and court .

5.1.13 Enumerate the welfare schemes made available to students by the institution.

The welfare schemes made available to the students by the institution are :

- Subsidized canteen facility is provided
- Students are given free access to computer and internet facility through the day
- Bus pass concessions are given to the students as per State Government norms.
- Concession on railway tickets are also available
- Facility to pay fees in installments is given by management to the needy students.

5.1.14 Does the institution have a registered Alumni Association? If 'yes', what are its activities and major contributions for institutional, academic an infrastructure development?

Yes, the Alumni Association existing but is not registered . Alumni Association which conduct a meeting every year

5.2 Student Progression

5.2.1 Providing the percentage of students progressing to higher education or employment (for the last four batches) highlight the trends observed.

Institute conducts only under-graduate courses

Student progression	%
UG to PG	
PG to M.Phil.	
PG to Ph.D.	
Employed - Campus selection - Other than campus recruitment	

5.2.2 Provide details of the programme wise pass percentage and completion rate for the last four years (cohort wise/batch wise as stipulated

by the university)? Furnish programme-wise details in comparison with that of the previous performance of the same institution and that of the Trinity Institutes of the affiliating university within the city/district.

Pl. referv department report

5.2.3 How does the institution facilitate student progression to higher level of education and/or towards employment?

The institution facilitates student progression to higher level of education and/or towards employment. The institution has a successful track record of students appearing and qualifying in competitive examinations. It grooms them by enhancing their self-confidence and transforming them into smart, competent professionals who are industry ready.

5.2.4 Enumerate the special support provided to students who are at risk of failure and drop out?

The following efforts are made to minimize dropout rate/failures and enable these students to successfully complete the course.:-

- **Additional coaching** – Personal guidance, remedial coaching, guidance lectures and question bank is provided to the students
- **Evaluation schemes** – Mid Term/Class Tests are used as a means of evaluation of students and to test their knowledge. It also serves as a preparatory before the final examination
- **Counseling** – Personal counseling, motivation, career counseling, Parent Teacher meeting, remedial coaching is given for different subjects. To deal with the social, emotional and behavioral problems of the students the Counseling Cell and Grievance Redressal Cell are formed.
- **Attendance** - Regular attendance is taken for all the subjects separately. Defaulters list is displayed on notice-board for all subjects every month and parents are called and counseled in case of serious defaulters.

5.3 Student Participation and Activities

5.3.1 List the range of sports, games, cultural and other extracurricular activities available to students. Provide details of participation and program calendar.

1. Table tennis
2. Carom
3. Chess
4. Badminton

- **Outdoor sports**
1. Kho- kho
2. Cricket
3. Volleyball
4. Tug of war etc.

- Cultural Activities
1. Singing
2. Dancing
3. Rangoli
4. Poster Making Debate
5. Poetry
6. Quiz

5.3.2 Furnish the details of major student achievements in co- curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. for the previous four years.

To be filled by the institute

5.3.3 How does the Institute seek and use data and feedback from its graduates and employers, to improve the performance and quality of the institutional provisions?

Informal feedback is obtained from the employers through the Alumni Associations and this is utilized to review curriculum, strengthen training in Communication skills, improve General Awareness, re-structure and refine CVs and improve confidence level of existing students

5.3.4 How does the Institute involve and encourage students to publish materials like catalogues, wall magazines, Institute magazine, and other material? List the publications/ materials brought out by the students during the previous four academic sessions.

The Trinity Institute encourages the students to participate and publish research papers in both the National and International Journals and also students are encouraged to contribute materials for Trinity Institute magazine

5.3.5 Does the Institute have a Student Council or any similar body? Give details on its selection, constitution, activities and funding.

The Trinity Institute has students reps on its various committees such as Curriculum, Extra-Curricular, sports, Discipline, CSR, Cultural etc. The students provide suggestions in

planning of various events and actively participate in organizing activities such as Seminars, Workshops, conferences, Guest Lectures, E-Week, Placement, CSR Activities etc.

5.3.6 Give details of various academic and administrative bodies that have student representatives on them.

FACULTY DEVELOPMENT PROGRAMME & RESEARCH CELL

S.No	Name & Designation	Position
1	Dr. Vandana Malviya	Chairperson
2	Dr. Shaily Saxena	Convener-Secretary
3	Dr. Jaspreet Kaur	Member -Expert
4	Dr. R.S Yadav	Member(principal school)
5	Dr. B.P Singh	Member (Local community's representative)
6	Mr. P.K Nayak	Member (Outside Expert)
7	Mr. Akhil Kumar	Member
8	Ms. Nisha Rani	Member

ANTI-RAGGING & SEXUAL HARASSMENT COMMITTEE

S.No	Name & Designation	Position
1	Mr. R.S Duhan	Chairman
2	Dr. B.P Singh	Member
3	Ms. Swati Sharma	Member
4	Dr. Shaily Saxena	Member
5	Ms. Ayushi Sachdeva	Member
6	Ms. Charanpreet Kaur	Member

GUIDANCE AND COUNSELLING CELL

S.No	Name & Designation	Position
1	Dr. Vandana Malviya	Chairperson
2	Ms. Swati Sharma	Convener-Secretary
3	Ms. Himanshi Mehra	Member -Expert
4	Ms. Sanjana Singh	Member
5	Ms. Yashasvika Singh	Member
6	Ms. Priyanka Rattan	Member
7	Ms. Ratika Malhotra	Member
8	Ms. Saguna Khajuria	Member

SPORTS COMMITTEE

S.No	Name & Designation	Position
1	Dr. B.P Singh	Chairperson
2	Mr. Nishant Kumar	Convener-Secretary
3	Mr. Akhil Kumar	Member -Expert
4	Ms. Khushbu Gautam	Member
5	Ms. Upasana Gutt	Member
6	Mr. Ajay Kumar	Member
7	Ms. Deepika Bhatia	Member
8	Ms. Sonia Batra	Member

Library Committee

S.No	Name & Designation	Position

1	Mr. P.K Nayak	Chairperson
2	Mr. Susheel Kumar	Convener-Secretary
3	Ms. Bharti Sharma	Member -Expert
4	Ms. Ashwini	Member
5	Dr. R.S Yadav	Member
6	Ms. Yukti Seth	Member
7	Ms. Ritika kapoor	Member
8	Ms. Sakshi Goel	Member

GRIEVANCE (REDRESSAL) COMMITTEE

S.No	Name & Designation	Position
1	Dr. R.S Yadav	Chairperson
2	Mr. H.M Jain	Convener-Secretary
3	Ms. Swati Sharma	Member -Expert
4	Ms. Amanpreet Kaur	Member
5	Ms. Poonam Sharma	Member
6	Ms. Sarita Chawla	Member
7	Mr. Mahtab Alam	Member
8	Ms. Sonali Sharma	Member

CO-CURRICULAR/CULTURAL ACTIVITY COMMITTEE

S.No	Name & Designation	Position
1	Dr. Shaily Saxena	Chairperson
2	Ms. Ratika Malhotra	Convener-Secretary

3	Ms. Roopal Kalra	Member -Expert
4	Ms. Sarita Chawla	Member
5	Ms. Ayushi Sachdeva	Member
6	Ms. Tanya Sagar	Member
7	Mr. Ajay Kumar	Member
8	Mr. Sanjay Srivastava	Member

DISCIPLINE COMMITTEE

S.No	Name & Designation	Position
1	Dr. B.P Singh	Chairperson
2	Mr. Mahtab Alam	Convener-Secretary
3	Mr. H.M Jain	Member -Expert
4	Ms. Amanpreet Kaur	Member
5	Ms. Ratika Malhotra	Member
6	Mr. Nishant Kumar	Member
7	Ms. Bharti Dewani	Member
8	Ms. Surbhi Sharma	Member

TEACHER WELFARE COMMITTEE

S.No	Name & Designation	Position
1	Dr. R.S Yadav	Chairperson
2	Mr. H.M Jain	Convener-Secretary
3	Mr. Mahtab Alam	Member -Expert
4	Dr.Shaily Saxena	Member
5	Ms. Charanpreet Kaur	Member
6	Ms. Priyanka Rattan	Member
7	Ms. Aarushi Singh	Member
8	Ms. Ayushi Sachdeva	Member

STUDENTS' WELFARE COMMITTEE

S.No	Name & Designation	Position
1	Ms. Charanpreet kaur	Chairperson
2	Ms. Swati Sharma	Convener-Secretary
3	Ms. Sapna Thukral	Member -Expert
4	Ms. Aarushi Singh	Member
5	Ms. Rashi Sehgal	Student Member

MEDIA AND PUBLIC RELATION COMMITTEE

S.No	Name & Designation	Position
1	Dr. R.S Yadav	Member
2	Ms. Ayushi Sachdeva	Member
3	Ms. Yashasvika	Member
4	Ms. Sanjana Singh	Member
5	Ms. Sonia Arora	Member

MAGAZINE EDITORIAL BOARD COMMITTEE

S.No	Name & Designation	Position
1	Dr. R.S Yadav	Member
2	Ms. Sarita Chawla	Member
3	Mr. H.M Jain	Member
4	Mr. Sanjay Srivastava	Member
5	Ms. Ayushi Sachdeva	Member
6	Ms. Nisha Rani	Member

EXAMINATION COMMITTEE

S.No	Name & Designation	Position
1	Ms. Swati Sharma	Member

2	Ms. Himanshi Mehra	Member
3	Ms. Bharti Sharma	Member
4	Mr. H.M Jain	Member
5	Mr. Mahtab Alam	Member

CURRICULUM DEVELOPMENT COMMITTEE

S.No	Name & Designation	Position
1	Mr. Pk. Nayak	Member
2	Mr. Susheel Kumar	Member
3	Dr. Shaily Saxena	Member
4	Ms. Ratika Malhotra	Member
5	Ms. Nikita rehan	Member
6	Ms. Neetu Mahajan	Member

The institution has formed various academic Committees/Associations which work closely with the student representatives. The student representatives perform various tasks such as making announcement in the class to encourage the students for participation in various events, collecting names of the students from the class, programme planning, stage arrangement, compering, organizing the events etc

5.3.7 How does the institution network and collaborate with the Alumni and former faculty of the Institution. Any other relevant information regarding Student Support and Progression which the Trinity Institute would like to include.

The institute makes special efforts to engage with its Alumni. Each year four events are organized which are attended by a large number of Alumni. These events are Alumni Annual Dinner, Alumni Movie, Alumni Picnic and Alumni Sports day. In addition to the above Alumni are invited to participate as Guest speakers and panel Judges at our various activities which include Orientation day for New Batch of students, Cultural Festivals, Workshops, Governing Body Meeting, Entrepreneurship events etc.

CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership

6.1.1 State the vision and mission of the Institution and enumerate on how the mission statement defines the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future, etc.?

Vision and Mission …..Pl. refer criterion .1

As an Institute of excellence in the fields of management and information technology, Trinity Trinity Institute has always striven to rework the curriculum in consonance with the changing needs of the corporate world. Regular interaction with leaders in business and academia has helped the Institute in keeping abreast of the latest trends and best practices being followed in Industry . The standards it has set for the quality of its courses and programmes and the delivery system adopted, have enabled the Institute to attract students from across the country.

6.1.2 What is the role of top management, Principal and Faculty in design and implementation of its quality policy and plans?

Our Management is highly committed and dedicated to the service of catering to the contemporary requirements of higher education. The Management gives sufficient freedom to the Director to function in order to fulfil the vision and mission of the Trinity Institute. The Management provides required infrastructure for proper functioning of the institute.

6.1.3 What is the involvement of the leadership in ensuring :

- the policy statements and action plans for

fulfillment of the stated mission

- formulation of action plans for all operations and incorporation of the same into the institutional strategic plan
- Interaction with stakeholders
- Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders
- Reinforcing the culture of excellence
- Champion organizational change

The policy statements and action plans for fulfillment of the stated mission flow from the strategic objectives. The Director follows a democratic and participative style of leadership, soliciting the total participation and active involvement of both teaching and non-teaching staff. He guides, initiates, persuades and convinces the staff to actively involve themselves in realizing the goals and objectives of the Trinity Institute. The Director also follows an open door communication system and often allows the staff to come up with their constructive suggestions and grievances, if any, and goes out of his way to address them. The policy statements and action plans are formulated after careful consultation with all stakeholders. The action plans for operations are prepared under the supervision and guidance of the Heads of the Departments. The Director students, being the main stakeholders are always the centre if focus and many curricular and cocurricular activities are organised for their benefit. He maintains continuous communication with all stakeholders and makes special efforts to understand the needs. Also regular feedback from students, parents and local community members and authorities is sought to frame plans. The policies are framed according to the experiences of the past years. The Trinity Institute fully supports any new plans for the benefits of its stakeholders and strives to reinforcing the culture of excellence in all its deliverables. It is open to introducing change whether in terms of its policies and practices or the way it interests with external bodies such as industry partners, members of academic and the local community.

6.1.4 What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time?

For framing of policies, plans, and execution of projects, various Committees are constituted by the Director at the beginning of each academic year. These committees are responsible for the particular projects assigned to them and are accountable to the

Director about their progress. Periodic meetings are organized by the Director along with the Committees in order to review the progress and problems faced, if any, in the implementation of the plans /projects.

6.1.5 Give details of the academic leadership provided to the faculty by the top management?

The top management encourages the teachers of the Trinity Institute to arrange seminars, extension lectures and allied academic activities.

6.1.6 How does the Trinity Institute groom leadership at various levels?

To groom leadership among teachers, various committees are formed and the teachers are made in-charge of these committees. The teachers are encouraged to work for the betterment of the institute. The staff representatives are given due recognition in the meetings of the management. The student class representatives are nominated and the teachers in-charge of the committees involve them in the Trinity Institute activities to develop leadership qualities among the students. Leadership qualities in students are also developed through the activities, like quiz competitions, class seminars, cultural and academic activities.

6.1.7 How does the Trinity Institute delegate authority and provide operational autonomy to the departments / units of the institution and work towards decentralized governance system?

The departments work under the leadership of the Head. The Heads of the Department have the freedom to frame the policies of their individual departments and to implement them. The operational autonomy is there. For the finances they approach the Director with their plans and the Director after deliberation provides the necessary sanction.

6.1.8 Does the Trinity Institute promote a culture of participative management? If 'yes', indicate the levels of participative management.

The Directors hold regular meeting with HODs and all faculty members. The agenda for the meeting is mailed to faculty well in advance. During the meetings issues are discussed in an open and free manner. Decisions on important issues are taken after seeking views of faculty members. This ensures their full commitment during the execution stage.

6.2 Strategy Development and Deployment

6.2.1 Does the Institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?

Yes, the institute has formally stated quality policy that emphasizes value based education. The policy is developed and deployed by implementing the Academic Calendar issued by the University. The teachers work as per the schedules stated in academic calendar. It is ensured that regular class work and other activities are being run according the set plans. Staff meetings are held to review and evaluate the policies, formed and deployed.

6.2.2 Does the Institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.

Yes, the institute does have a perspective plan for development. Many aspects, like academics, infrastructure, equipment etc have been included in this plan. A road map for achieving above objective would include the following action plans:-

- Motivate Faculty and students to take up sponsored research projects and consultancy assignments.
- Seek tie-ups with industry with a view to enhance their participation in our key activities of Summer Training, Mentoring, Final Placements, Seminars/Workshops/Conferences.

6.2.3 Describe the internal organizational structure and decision making processes.

As regards the command and control aspect the institute functions under the overall strategic direction of the Chairman. In line with our vision and mission the Chairman and members of the Governing Body formulate the strategic objectives. These are implemented under the direct supervision and control of the Director. The Dean is the operational head and ensures that all activities pertaining to achievement of objectives are properly executed on a daily basis. Assisting the Director in performing important organisational duties are the Controller of Examinations and the Administration Head.

6.2.4 Give a broad description of the quality improvement strategies of the institution for each of the following

- Teaching & Learning

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- Research & Development

- Community engagement

- Human resource management

- Industry interaction

Teaching & Learning
- To bring down the dropout rate of students by improving their pass percentage.
- To regularize the attendance of students in the classrooms.
- To organize training sessions for teaching staff to enable them to use technological teaching devices in the classrooms.
- To devise a uniform format for Curriculum planning and implementation in the departments.

Research & Development
- To organize seminars in as many subjects as possible so that involvement of teachers is ensured.

Community engagement
- The Trinity Institute organizes Camps through students for various social activities.

Human resource management

- The Trinity Institute administration plans optimum utilization of available human resources by effectively deploying the administrative and services staff.

Industry interaction
- To organize Career Fair for student placements in which participation of various business organizations will be ensured.

6.2.5 How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?

The Head of the institution and staff members acquire and analyze the feedback, gathered from students, alumni and people around, about the different activities of the Trinity Institute. Based on the data collected a report is prepared and reviewed.

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6.2.6 How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?

The management always encourages and involves the staff members in improving the effectiveness and efficiency of the institutional processes. Various committees are formed with the staff members and their recommendations are implemented.

6.2.7 Enumerate the resolutions made by the Management Council in the last year and the status of implementation of such resolutions.

Specific resolution made by management council are available with Minutes which are annexed

6.2.8 Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If 'yes', what are the efforts made by the institution in obtaining autonomy?

Our programmes are affiliated to GGSIP University

6.2.9 How does the Institution ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyze the nature of grievances for promoting better stakeholder relationship?

The institute has a Grievance Redressal Cell. Grievances can be communicated to teachers by the students during meetings with student coordinator. The problems reported by the students are referred to the Director by the faculty coordinator-incharge or by the Dean and suitable actions are taken

6.2.10 During the last four years, had there been any instances of court cases filed by and against the institute ? Provide details on the issues and decisions of the courts on these?

None

6.2.11 Does the Institution have a mechanism for analyzing student feedback on institutional performance? If 'yes', what was the outcome and response of the institution to such an effort?

The institute has a system of obtaining feedback twice every semester from the students. A Committee has been formed for this purpose. It includes the Director, Dean and senior faculty. A Survey is also conducted and satisfaction index of students is calculated twice a year

6.3 Faculty Empowerment Strategies

6.3.1 What are the efforts made by the institution to enhance the professional development of its teaching and non teaching staff?

The teaching staff members are encouraged and allowed to attend seminars, Refresher Courses, General Orientation courses, workshops relating to their subjects. The non-teaching staff members are also encouraged to develop professional skills by attending training courses by the Higher Education Department. Special computer classes are conducted to make them computer savvy.

6.3.2 What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform?

To sensitize the faculty members regarding their role and responsibilities, the institute allows them to participate in the Refresher Courses, General Orientation courses, workshops and seminars so that they could enhance their knowledge and become effective professionals. For the development of the administrative skills, the Trinity Institute staff is involved in most of the managerial and developmental activities of Trinity Institute.

6.3.3 Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.

The performance Appraisal System of faculty and staff is well-documented in our By Laws. Faculty appraisals conducted twice a year. Prior to approval faculty fillup a form in which it also writes a self-appraisal on the various parameters which include Teaching Ability, Research Output, Student Engagement, Participation in Co-curricular and Extra-curricular Committee activities etc. Feedback from students taken twice during the semester/trimester is taken into account whilst assessing teaching ability of faculty

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6.3.4 What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?

The management conducts performance appraisal twice a year. Based on the review faculty is given appropriate feedback. In case of deficient performance 110 | P a g e faculty is advised and encouraged to improve in these areas. If required common training programmes are organised to fill training gaps observed in faculty

6.3.5 What are the welfare schemes available for teaching and non teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?

Management is very sensitive in this matter. It provides financial and non-financial assistance to the whole staff in the form of medical facilities and financial aid in any kind of crisis. Some members of the staff has availed the financial aid by the Trinity Institute

6.3.6 What are the measures taken by the Institution for attracting and retaining eminent faculty?

Various measures are taken by the institute for attracting and retaining eminent faculty. Faculty are encouraged to undertake Research projects and full support in terms of grants and incentives is extended by the Trinity Institute. Faculty are motivated to attend national seminars and conferences, as a part of their professional development.

6.4 Financial Management and Resource Mobilization

6.4.1 What is the institutional mechanism to monitor effective and efficient use of available financial resources?

The institution has very effective mechanism to monitor effective use of financial resources. Expenses are first sanctioned by the Director. The Director ensures that expenses are incurred for the purpose of implementing institutional plans. For any requirement for equipment or other major items, requisition is submitted to purchase committee which is headed by the Director. Purchase committee invites tenders from various suppliers. Their quotations are evaluated, comparative statement is prepared,

suppliers are called for personal discussion and after comparing all aspects from various suppliers, orders are placed. This ensures that right equipment is purchased at the most competitive price. Further accounts of the institution are subject to audit-internal and external. Internal audit is conducted every quarter and any discrepancy noticed is brought to the notice of the Director. Further budget is prepared at the beginning of the year and actual expenses incurred during the year are compared with budget and any major variation is discussed with the concerned person.

6.4.2 What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.

Financial audit is conducted every year by a qualified Chartered Accountant Audit reports are annexed separately

6.4.3 What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund/corpus available with Institutions, if any.

The major sources of institutional receipts is Tuition fee

6.4.4 Give details on ountantthe efforts made by the institution in securing additional funding and the utilization of the same (if any).

The Institute is financially self-sufficient. In case funds are required, The Institute has the sponsors from the corporate .

6.5 Internal Quality Assurance System (IQAS)

6.5.1 Internal Quality Assurance Cell (IQAC)

      a. Has the institution established an Internal Quality Assurance Cell (IQAC)? .6 If 'yes', what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?

      b. How many decisions of the IQAC have been approved by the management / authorities for implementation and

how many of them were actually implemented?

c. Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.

d. How do students and alumni contribute to the effective functioning of the IQAC?

e. How does the IQAC communicate and engage staff from different constituents of the institution?

Institute is constituted on 13ᵗʰ January 2017 and is fully functional as on date

a. *Has the institution established an Internal Quality Assurance Cell (IQAC)? .6 If 'yes', what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?*

Yes, IQAC played very important role for future planning, teacher appraisal system, getting students feedback.

b. *How many decisions of the IQAC have been approved by the management / authorities for implementation and how many of them were actually implemented?*

Most of the decisions of the IQAC have been approved by the Management. . Our Trinity Institute has become fully aware of the need for quality

c. *Does the IQAC have external members on its committee?*

There are two external members in the Committee.

d. *How do students and alumni contribute to the effective functioning of the IQAC?*

Students contribute to the efficient functioning of IQAC by providing feedback on the teaching learning process regularly. The students also organise various events to promote awareness of quality and help to establish an ethical and harmonious work culture. The

alumni association organises get togethers for students and teachers.

> *e. How does the IQAC communicate and engage staff from different constituents of the institution?*

The IQAC interacts with staff during departmental audits and through circulars as well as email.

6.5.2 Does the institution have an integrated framework for Quality assurance of the academic and administrative activities? If 'yes', give details on its operationalization.

The Trinity Institute has framed a committee represented by academicians (guest members), management, staff members, students and alumni. The meetings of this committee are usually

conducted twice in a year. The resolutions passed by the committee are circulated among the different constituents of the Trinity Institute for their implementation.

The committee has the following members-

1. Chairperson-)

2. Coordinator-

3. Secretary, Managing Committee-

4. Member, Managing Committee-

5. Member, Managing Committee-

6. Guest Member-

7. Member, Teaching Faculty-

8. Member, Teaching Faculty-

9. Member, Teaching Faculty-

10. Member, Teaching Faculty-

11. Member, Non Teaching Staff-

6.5.3 Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If 'yes', give details enumerating its impact.

Training is given to staff according to the requirements. Training is also given as per the feedback taken from the faculty. The impact of the training is evident in the performance

of the staff that undergo the training.

6.5.4 Does the institution undertake Academic Audit or other external review of the academic provisions? If 'yes', how are the outcomes used to improve the institutional activities?

Yes, the academic audit takes place in the following manner –

- Student feedback.
- Self appraisal
- Parents- teacher meeting
- Alumni meeting

6.5.5 How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/regulatory authorities?

Audits are done internally as per norms. External audits are conducted every nine months for verification of Trinity Institute processes. Internal audits are intermittently conducted to ensure that all departments are conforming with requirements and maintaining required documents.

6.5.6 What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

Teacher diary and attendance registers are maintained by faculty members which are inspected and signed by the Director. Trinity Institute asks continuously student's feedback and alumni suggestions for the betterment of Trinity Institute.

6.5.7 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?

Any other relevant information regarding Governance Leadership and Management which the Trinity Institute would like to include.

Modes of Communication are:-

- Management meeting
- H.O.D meeting
- Staff meeting

- Student meeting

- Alumni meeting

- Parents meeting

- Media meeting

CRITERIA VII: INNOVATIONS AND BEST PRACTICES

7.1 Environment Consciousness

7.1.1 Does the Institute conduct a Green Audit of its campus and facilities?

The activities of the Trinity Institute by and large do not pollute the environment as there are no effluents or hazardous gases emitted by the institution. Yet the Trinity Institute is environment conscious and has done sufficient plantations, developed gardens in the campus.

7.1.2 What are the initiatives taken by the Trinity Institute to make the campus eco-friendly?

* **Energy conservation**-Our Trinity Institute has been very conscious about conservation of energy. All tube lights, fans and switches are numbered so that only the needed ones will be switched on. On every floor the staff and students are trained to switch off lights and fans when not required. Air conditioners are used only in months when the temperatures are not comfortable and they are set at 25 degree Celsius.

* **Use of renewable energy**-NA
* **Water harvesting**- yes
* **Check dam construction**-NA
* **Efforts for Carbon neutrality**-Proper measures have been taken to reduce carbon emission to keep the campus, pollution-free and uncontaminated. The Trinity Institute buses and other vehicles are checked by the RTO and provided with (CNG) pollution-free stickers

* **Plantation**-As a green initiative there are plants from a wide range of plant families.

* **Hazardous waste management**-As the Trinity Institute

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does not produce any waste of hazardous nature so the waste management is not required.

* **e-waste management**-We promote e-waste management by practicing buy back offers. Non-teaching staff members whose children use computers are given the old computers. Whenever computers are purchased we request the vendors to buy back the old system so that it is recycled.

7.2 Innovations

7.2.1Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the Trinity Institute.

Class rooms are fully technology sevy, fully air conditioned very conducive and sustainable interaction between student and teacher

7.3Best Practices

7.3.1 Elaborate on any two best practices **in the given format at page no. 98,** which have contributed to the achievement of the Institutional Objectives and/or contributed to the Quality improvement of the core activities of the Institute.

Placement Cell

The Placement Cell Comprises of a placement committee with a Placement Coordinator and faculty members from each discipline, who counsel the students on one to one basis, tracking their career aspirations and goals in life. With young aspirants stepping into their final year the Training and Placement Cell became more vibrant under the supervision of the Placement Coordinator.

Trinity Institute of Professional Studies (TIPS) is being organizing a number of activities which helps in imparting information to the students with regard to options available for higher education in the country and abroad and also provides career counselling to the students. The Director, TIPS guides the students on a continuous basis in separate sessions for higher education and career in the corporate sector and shares his experience with the students. In these sessions, the students are asked to prepare themselves and upgrade their knowledge for which extensive group discussions on current topics in the area of politics, economics & business, education, management, social, etc. are organized. These sessions provide a great help to the students in upgrading their knowledge and also inculcated in them the confidence necessary for either pursuing higher education or jumping on the threshold of a career in the corporate sector. This also helps them in their overall personality development. At the same time the students are trained through simulation exercises to grab the job opportunities available in the booming corporate sector of the country. The Placement

Coordinator, TIPS also guides students in their career planning, resume writing and preparation for the selection tests and final placements.

Companies for Placement

TRINITY INSTITUTE OF PROFESSIONAL STUDIES
Sec – 9 Dwarka New Delhi 110075
Evaluative Reports of Department of Computer Science & IT

1. NAME OF THE DEPARTMENT**: Computer Science & IT**

2. YEAR OF ESTABLISHMENT: **2007**

3. NAMES OF PROGRAMMES OFFERED**: BCA**

4. Names of Inter-Disciplinary courses offered: **Not Applicable**

5. Annual/ Semester/ Choice based credit system (Programme wise): **Semester based**

6. Department Participation in other department courses: **The Department of Computer Science & IT taught the allied course paper of the Department of Management & Commerce**

7. Courses in collaboration with other Universities/Industries**: Not Applicable**

8. Details of courses/programmes discontinued (if any) with reasons: **Not Applicable**

9. NO. OF TEACHING POSTS

Post	SANCTIONED	FILLED	VACANT
Professor	**01**	**01**	NIL
Associate Professor	**02**	**01**	01
Assistant Professor	**12**	**12**	NIL

10. Faculty profile with name, qualification, designation, specialization (D.Sc./D.Litt./Ph.D/M.Phil. etc)

NAME	QUALIFICATION	DESIGNATION	SPECIALIZATION	No. OF YEARS OF EXPERIENCE	NO. OF PHD STUDENTS GUIDED IN LAST 4 YEARS
Dr. B.P. Singh	PhD. MCA, PGDCA, ADCA, Bsc	Associate Professor	Computer Science & IT	12	03
H.M. Jain	M.Phil (CS), MCA, BSc (H) Electronics	Assistant Professor	Computer Science & IT	13	Nil
Charanpreet Kaur	MS (Software System), B.Tech (IT)	Assistant Professor	Computer Science & IT	08	Nil
Bharti Dewani	B.Tech (CSE)	Assistant Professor	Computer Science & IT	8.5	Nil
Priyanka Rattan	M.Phil (CS), MCA, BCA	Assistant Professor	Computer Science & IT	7.5	Nil
Ritika Kapoor	MCA, BCA	Assistant Professor	Computer Science & IT	5.5	Nil
Shweta Bhardwaj	MCA, GNIIT (Software Engineering), BSc (Mathematics)	Assistant Professor	Computer Science & IT	6	Nil
Priyanka Attri	MCA, BCA, M.Tech (Pursuing)	Assistant Professor	Computer Science & IT	3.5	Nil
Neetu Narang Mahajan	MCA, BSc (Computer Science)	Assistant Professor	Computer Science & IT	04	Nil
Akhil Kumar	M.Tech (IT), B.Tech (IT), UGC NET	Assistant Professor	Computer Science & IT	2.7	Nil

Roopal Kalra	MCA, BSc (Computer Science)	Assistant Professor	Computer Science & IT	04	Nil
Himja Sethi	M.Tech (CSE), MCA (SE), BSc (H) (Computer Science)	Assistant Professor	Computer Science & IT	06	Nil
Preeti Nagar	MSc (Mathematics), BSc (H) (Mathematics)	Assistant Professor	Mathematics	03	Nil

11. List of Senior Visiting Faculty: 0

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: NIL

13. Student -Teacher Ratio (Programme wise) : **20:1**

14. Number of Academic Support Staff Sanctioned:

Post	SANCTIONED	FILLED
Administrative		**06**
Technical		**03**

15. Qualifications of teaching faculty with DSc/ D. Litt./ Ph. D./ M.Phil./ PG

	Ph.D	**M. Phil**	**Masters**
Permanent(14)	2	2	10

16. Number of faculty with ongoing/completed projects from National / International funding agencies and grant received: **Not Applicable**

17. Departmental projects funded by DST – FIST, UGC, DBT, ICSSR, etc. and total grants received: **Not applicable**

18. Is there a Recognized Research Centre? : **Not applicable**

19. P u b l i c a t i o n s :

S.No.	Name	Paper published in peer-reviewed journal	Publications in Intl. database	Monographs	Chapter in Books	Books Edited	Books with ISBN/ ISSN No.	Citation Index	SNIP	SJR	Impact Factor	H-index	Publications in Conference proceeding

		National	Inter.					with details of publishers						s with ISBN NO.
1	Dr. Brahampal Singh	4	8	----	----	----	----	1	----	----	----	----	----	2
2	Ritika Kapoor	1	1	----	----	----	----	----	----	----	----	----	----	----
3	Hari Mohan Jain	1	----	----	----	----	----	----	----	----	----	----	----	1
4	Charanpreet Kaur	1	2	----	----	----	----	----	----	----	----	----	----	----
5	Neetu Mahajan	2	----	----	----	----	----	----	----	----	----	----	----	----
6	Priyanka Rattan	1	1	----	----	----	----	----	----	----	----	----	----	----
7	Bharti Dewani	----	----	----	----	----	----	----	----	----	----	----	----	----
8	Shweta Bhardwaj	----	----	----	----	----	----	----	----	----	----	----	----	----
9	Roopal Kalra	----	----	----	----	----	----	----	----	----	----	----	----	----
10	Priyanka Attri	----	----	----	----	----	----	----	----	----	----	----	----	----
11	Akhil Kumar	----	----	----	----	----	----	----	----	----	----	----	----	----
12	Himja K. Sethi	----	----	----	----	----	----	----	----	----	----	----	----	----
13	Preeti Nagar	----	----	----	----	----	----	----	----	----	----	----	----	----

20. Area of consultancy and income generated: **Not Applicable**

21. Faculty as members in a) National Committees: **Not Applicable**
 b) International Committees: **Not Applicable**
 c) Editorial Boards: **Dr. B. P. Singh (Associate Professor) is a Member of Peer Review Panel Committee of KAAV International Journal.**

22. Students' Projects

Departmental Projects	
a) Percentage of students who have done in-house projects including inter departmental/ programme	**100 %**
b) Percentage of students placed for projects in organizations outside the institution *i.e.* in Research laboratories/Industry/ other agencies	**100 %**

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23. (A) Awards / Recognitions received by Faculty

Name of Faculty	Award/ Recognition	Year
Dr. B. P. Singh	Awarded for the excellence in the field of Research by Agilo Foundation.	2013
Hari Mohan Jain	Awarded with Shri O. P. Tandon Memorial Best Teacher Scholar Award along with Cash Price of Rs 21000/- by Kamal Educational & Welfare Society.	2010 – 11
Charanpreet Kaur	Awarded with Shri O. P. Tandon Memorial Best Teacher Scholar Award along with Cash Price of Rs 21000/- by Kamal Educational & Welfare Society.	2013 – 14
Priyanka Rattan	Awarded with Shri O. P. Tandon Memorial Best Teacher Scholar Award along with Cash Price of Rs 21000/- by Kamal Educational & Welfare	2014 – 15

23. (B) Awards / Recognitions received by Students

Name of Student	Award / Recognition	Year
Bhawna Dhingra 02820602011	Exemplary Performance (92.22 CPI) award given by GGSIP University	2014

24. List of Eminent Academicians / Visitors to the Department

List of Worshops/Seminars and PD sessions for students from Jan 2016 to Dec 2016

S.No.	Name of the Company	Person Visited	Date of Visit	Purpose
1	Sri Sathya Sai Seva Organisation.	Mr.Anindya(Head trainer,FedEx)	25/1/16	Life skills in management
2	Apeejay Institute of Management	Mr.Etinder Singh(Professor)	28/1/16	Career options after graduation
3	Management Development institute Singapore	Mr Pankaj (MDIS, New Zealand)	9/2/2016	International higher
4	Art of Living	Ms Aditi (Communication Head)	12/2/2016	Medication for faculty
5	Pearl Academy	Mr.Varun Kakkar and Ms.Bhavna	16/2/2016	Future in Fashion Industry
6	Chart pro education	Mr.Varun Vohra	19-2-2016	Stock market In India
7	Sri Sathya Sai Seva Organisation.	Mr.Anindya(Head trainer,FedEx)	23-2-2016	Life skills in management
8	Ansal University	Dr.Puja Chhabra(Professor,Ansal university)	10/3/2016	Future perspects (Mgmt)
9	ITS Ghaziabad	Prof Nitin Saxena(Prof,ITS)	21/3/2016	Management Quiz
10	Landmark Institute	Mr.R Chadda	17/3/2016	Future prospects BCA
11	SRInsuretech	Mr.Vishwas Tyagi	22/3/2016	Insurance Quiz
12	IBS	Dr.Nidhi Tak	3/9/2016	Teacher's Day Competition
13	University of Cincinnati	Dr.Debasis Pal	19/9/2016	Foreign education
14	IMS	Mr.Aditya Kumar	21/9/2016	Competition exams
15	JIMS Kalkaji	Ms.Jyoti Kukreja	4/10/2016	Skills of GD
16	Jaipuria Institute of Management		14/10/2016	Management quiz
17	NIESBUD	Mr.Rajiv Ranjan	22/9/2016	Entrepreneurship development

25. Seminars / Conferences / Workshops organized and the sources of funding: (Self Financed)

	Co- Curricular Activities conducted by the Institution	
1	**Conference:**	**Date**
a.	6th National Conference on "Digital India: Recent Paradigm shift in IT, Media and Management"	19th Mar, 2016
2	**Seminars:**	**Date**
a.	Seminar on Entrepreneurial-Digital Marketing was organised by IMS. [Guest speaker - Mr.Ujjal Chugh]	16th Nov, 2015
b.	Seminar on Medication for faculty was organised by Art of Living [Guest speaker -Ms. Aditi (Communication Head)]	12th Feb, 2016
c.	Seminar on Stock market In India was organised by Chart pro education [Guest Speaker - Mr.Varun Vohra]	17th Feb, 2016
3	**Workshops:**	**Date**
a.	Workshop was organised on the topic "Personality Development" by Freelance Soft skills trainer. [Ms.Upma Kumar(Life skills Trainer)]	16th Sept, 2015
b.	Workshop was conducted on the topic "Corporate Social Responsibility" by Bajaj Finance. [Guest speaker - Mr.Anubhav]	14th Oct, 2015
c.	Pearl Academy conducted a workshop on "Photography" for BA(JMC) Faculties & Students. [Guest Speaker - Ms.Rohit Dhingra (Assistant Professor)]	21st Mar, 2016
4	**Faculty Development programme:**	**Date**
a.	5 day Faculty Development programme was conducted on "Statistical Research technique" by IMS	27th - 31st Dec, 2016
5	**Skill Development programme:**	**Date**
a.	An 8 module Short term- Skill Development programme was organised by Sri Sathya Sai Seva Organisation by Mr. Anindya (Head trainer,FedEx)	15th Oct 2015, 25th Jan 2016, 23rd Feb 2016, 25th Feb 2016, 5th Mar 2016, 17th Mar 2016
b.	Skill Development programme was conducted by Microsoft Office Specialist Certification - Classroom License	22nd Oct, 2015

26. Student Profile Programme / Course Wise (how many students applied for the various courses under your departmen): **As per the selection criteria & admission process of GGSIP University**

27. Diversity of Students (various states and countries):

Name of the Course/Programme BCA	% of Students from the same state	% of Students from other states	% of Studentfrom abroad
2016-2017	**89.25% (108)**	**09.92% (12)**	**0.83%(01)**

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defence services, etc? :.**Not Applicable**

29. Student Progression:

Student Progression	Against % enrolled
UG to PG	37
PG to M.Phil	Not Applicable
PG to Ph.D	Not Applicable
Ph.D to Post-Doctorral	Not Applicable
Employed - Campus selection - Other than campus recruitment	19 44 --------- *63
Entrepreneurship/Self-employment	Not Applicable

* Placement record for the year 2015 - 16

30. Details of Infrastructural Facilities a)

Library

YEAR	Books added	Cost of Books (Rs.)	Total Books
2014-15			435 titles
2015-16	117		552 titles

2016-17	0		552 titles

b) Internet Facilities for staff and students: The Trinity Institute has full-fledged wired as well WiFi facility for Internet.

c) Classrooms with ICT facilities: Nil

d) Laboratory: Trinity Institute has three Computer labs with 175 computers

31. Number of students receiving financial assistance from Trinity Institute/university, government or other agencies: 5 % of the students belonging to SC/ST/Minorities groups receive scholarships from the Trinity Institute/ Delhi Government/ State Government (s). - 1

32. Details on Student Enrichment Programs

S.No	Name of the Company	Person Visited	Date of Visit	Purpose
1	Freelance Soft skills trainer	Ms.Upma Kumar(Life skills Trainer)	16/9/15	Personality Development
2	Bajaj Capital Venture group	Mr. Anubhav Sharma (Corporate Relationship Manager),ICFP	14/10/15	Stock Markets
3	Sri Sathya Sai Seva Organisation.	Mr.Amit Sood(AVP with TIL Ltd)	15/10/15	Life skills in management
4	Apeejay Institute of Management	Ms.Hira Roy(Asso prof,Apeejay institute)	29/10/15	Interview skills
5	JIMS,Kalkaji	Ms.Manisha(Assistant prof,JIMS)	18/11/15	Entrepreneural Skills
6	Interview Skills	Ms.Hira Roy(Associate Professor,Apeejay Institute of Management)	29/10/ 2015	Interview skills
7	IMS	Mr.Ujjal Chugh	16/11/2015	Digital Marketing
8	Sri Sathya Sai Seva Organisation.	Mr.Anindya(Head trainer,FedEx)	25/1/16	Life skills in management
9	Apeejay Institute of Management	Mr.Etinder Singh(Professor)	28/1/16	Career options after graduation
10	Management Development institute Singapore	Mr Pankaj (MDIS, New Zealand)	9/2/2016	International higher
11	Art of Living	Ms Aditi (Communication Head)	12/2/2016	Medication for faculty
12	Pearl Academy	Mr.Varun Kakkar and Ms.Bhavna	16/2/2016	Future in Fashion Industry
13	Chart pro education	Mr.Varun Vohra	19-2-2016	Stock market In India
14	Sri Sathya Sai Seva Organisation.	Mr.Anindya(Head trainer,FedEx)	23-2-2016	Life skills in management
15	Sri Sathya Sai Seva Organisation.	Mr.Anindya(Head trainer,FedEx)	25-2-2016	Life skills in management
16	Sri Sathya Sai Seva Organisation.	Mr.Anindya(Head trainer,FedEx)	5/3/2016	Life skills in management

17	Sri Sathya Sai Seva Organisation.	Mr.Anindya(Head trainer,FedEx)	7/3/2016	Life skills in management
18	Art of Living	Ms Aditi (Communication Head)	8/3/2016	Medication for faculty
19	Ansal University	Dr.Puja Chhabra(Professor,Ansal university)	10/3/2016	Future perspects (Mgmt)
20	Landmark Institute	Mr.R Chadda	17/3/2016	Future prospects BCA
21	ITS Ghaziabad	Prof Nitin Saxena(Prof,ITS)	21/3/2016	Management Quiz
22	Pearl Academy	Ms.Rohi Dhingra(Assistant Professor)	21/3/2016	Photography techniques
23	SRInsuretech	Mr.Vishwas Tyagi	22/3/2016	Insurance Quiz

33. Teaching Methods adopted to improve student learning:

1) We conduct interactive classroom sessions to stimulate the interest and enhance the learning of the students.

2) Problem solving is one way of adding to the knowledge, It builds on students' prior understandings.

3) Academically weak students are identified and remedial classes are arranged by the respective course teachers.

4) Various interdisciplinary lectures and workshops are organized to familiarize students with the various potentialities of the field.

5) We persuade the students to fill the Feedback form to strengthen the quality of teaching learning environment and to look for opportunities to improve teacher's performance in classroom and engagement with students to bring excellence in teaching and learning.

6) We arrange special lectures for the students by faculty members of different departments of our Trinity Institute.

7) Quiz competitions are organized in the tutorial classes to revise the syllabus.

34. Participation in Institutional social responsibility (ISR) and Extension activities:

The faculty members of the department are involved in Eco Club committee of the Trinity Institute which reinforce organizing of special event or activity concerning the healthy & ecofriendly environment.

Our students also participate in other Trinity Institute events and campaigns related to Social responsibilities and cultural & sports events.

35. SWOC ANALYSIS OF DEPARTMENT AND FUTURE PLANS

Strength

- A young and dynamic faculty with diverse specialization and interests.
- Creativity in teaching and practical demonstrations in the classrooms.
- Coordination with other departments for interdisciplinary activities.
- Well-equipped classrooms and computer laboratories.
- Research oriented faculty members.

Weakness

- Some students lack good communication skills in English.

Opportunities

- To increase the research activities in the Department.
- Association with various funding agencies like DBT, DST etc. for approval of grants for projects.

Challenges

- To achieve 100% pass in the subject.
- To bring slow learners on par with good performers.

FUTURE PLANS

- To introduce certificate courses for the students.
- To increase the research activities in the Department.
- To encourage students to participate in the summer schools/ workshops and lecture conducted by other external agencies.
- Increasing Inter-disciplinary activities

Evaluative Reports of Department of Journalism and Mass Communication

1. NAME OF THE DEPARTMENT**:** BA(JMC)- Bachelors of Arts in Journalism and Mass Communication

2. YEAR OF ESTABLISHMENT: 2007

3. NAMES OF PROGRAMMES OFFERED**:** BA(JMC)- Bachelors of Arts in Journalism and Mass Communication

4. Names of Inter-Disciplinary courses and the departments/ units involved: Not Applicable

5. Annual/ Semester/ Choice based credit system (Programme wise): All courses are Semester based.

6. Participation of the department in the courses offered by other department: The Department of Journalism & Mass Communication taught the allied course paper of the Department of Management & B.Com

7. Courses in collaboration with other Universities, Industries, foreign institutions, etc.**: Not Applicable**

8. Details of Courses/ Programmes discontinued (if any) with reasons: Not applicable

9. NO. OF TEACHING POSTS

Post	SANCTIONED	FILLED	Vacant
Professors	1	1	0
Associate Professor	2	--	2
Assistant Professor	15	15	0

10. Faculty profile with name, qualification, designation, specialization (D.Sc./D.Litt./Ph.D/M.Phil. etc)

NAME	QUALIFICATION	SPECIALIZATION	YEARS OF EXPERIENCE	NO. OF PHD STUDENTS GUIDED IN LAST 4 YEARS
Dr. R.S. Yadav	Ph.D	Science	40	--
Shruti Chopra	MA (Media Cover), M. Phil.	Journalism	5	--
Surbhi sharma	BJMC, MMC	Journalism	2	--
Ayushi Sachdeva	MJMC	Journalism	5	--
Poonam Sharma	BJMC,MBA,MMC	Journalism	4	--

Amanpreet Kaur	BJMC,MJMC	Journalism	2	--
Yashasvika Yadav	BJMC, MMC, PGD, NET	Journalism	2	--
Nisha Rani	MJMC,NET	Journalism	2	--
Aarushi Singh	BJMC, MJMC	Journalism	3	--
Sonia Arora	BJMC, MMC	Journalism	1	--
Yukti Seth	BA (eco), MMC, pursuing Ph.D	Journalism	2	--
Sonia Batra	BJMC, MMC	Journalism	1	--
Sanjay Srivastava	B.sc, MJMC, Ph.D pursuing	Journalism	10	--
Nikita Rehan	BJMC, MMC	Journalism	6	--
Ajay Kumar	BJMC, MJMC	Journalism	3	--
Tanya Sagar	BJMC, MMC	Journalism	1	--

11. List of Senior Visiting Faculty: 0

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: Not applicable

13. Student -Teacher Ratio (Programme wise):

The Trinity Institute follows the UGC norm of 20:1 student teacher ratio.

14. Number of Academic Support Staff Sanctioned:

	SANCTIONED	FILLED
Academic support staff (technical)		3
Administrative staff		6

15. Qualifications of teaching faculty with DSc/ D. Litt./ Ph. D./ M.Phil./ PG

	Ph.D	M. Phil	Masters
Permanent (16)	1	0	13
Ad hoc (0)	0	0	0

16. Number of faculty with ongoing projects from National / International funding agencies and grant received: **Not Applicable**

17. Departmental projects funded by DST – FIST, UGC, DBT, ICSSR, etc. and total grants received: **Not applicable**

18. Research Centre/ facility recognized by the University -**NA**

19. A Bird's Eye view of Faculty's research contribution

	Research Contributions of the Faculty

S.no	Names	Research Publications	Research Publications (National	Papers in e-journals	Books Published	Chapters to edited books/t	Seminar/ Conference Presentations	Monographs	Citations of works	Impact Factor	h-index
1	Dr. R.S. Yadav	2	16		1	3		--	--		--
2	Ms. Ayushi Sachdeva	--	2	--	--	--	4	---	--	--	--
3	Ms. Amanpreet Kaur	--	--	--	--	--	1	--	--	--	--
4	Ms. Yashasvika Yadav	--	1	--	--	--	3	--	--	--	--
5	Mr. Sanjay Srivastva	1	4	--	--	1	18	--	--	--	--
6	Ms. Tanya Sagar	--	--	--	--	--	1	--	--	--	--
7	Ms. Poonam Sharma	--	--	--	--	--	1	--	--	--	--
8	Ms. Yukti Seth	--	--	--	--	--	1	--	--	--	--
9	Ms. Aarushi Singh	--	--	--	--	--	1	--	--	--	--

20. Area of consultancy and income generated: **Not Applicable**

21. Faculty as members in a) National Committees, b) International Committees and c) Editorial Boards: **Not Applicable**

22. Students' Projects

Departmental Projects	
a) Percentage of students who have done in-house projects including inter departmental/ programme	**100%**
b) Percentage of students placed for projects in organizations outside the institution *i.e.*in Research laboratories/Industry/ other agencies	**100 %**

23. (A) Awards / Recognitions received by Faculty

   (These are basically academic achievements)

Name of Faculty	Award/ Recognition	Year

Dr. R.S. Yadav	Akashwani Annual Award -2003 for Radio Documentary	2003
	Pratibha shri Samman-	2002-2003
	Aryabhatt National Award	2005
	Akashwani Annual award	2007
	Iswa Samman	2008
	Abhinandan by Media Association	2010
Ms. Ayushi Sachdeva	Awarded for being the Delhi University ranker, Bachelors (2 years Consecutively)	2009,2010
	Awarded scholarship by CBSE.	2008
	3rd topper at intermediate level.	2008
Ms. Yashasvika Yadav	Awarded NET.	2015
	Awarded for being the university ranker, Bachelors (2nd year)	2010
Ms. Nisha Rani	Awarded NET	2014
Ms. Tanya Sagar	Gold Medalist (Bachelor's degree).	
	Gold Medalist (Diploma)	
Ms. Yukti Seth	University Ranker, Poat Graduation Punjab University	2012,2014
Mr. Sanjay Srivastva	2nd Position (Speech Competition) Ministry of Information And Broadcasting	1995

Name of Student	Award / Recognition	Year
Sutanu Kumar Guchait	1st position in VIPS Photography Competition	2016
Aparna Pandey	2nd Position: Photography competition held at Shyama Prasad Mukherjee Trinity Institute	2017
Rahul Dey	3rd Position: Photography competition held at Sri Aurobindo Trinity Institute	2017
Anmol Rattan	3rd Position: Street Play Competition held at Trinity Institute of Vocational Studies	2017
Prasan Kapoor	2nd Position: Photography competition held at Trinity Institute of Vocational Studies and 2nd Position in BPIBS photography competition	2017
Manika Srivastava	3rd Position: Street Play Competition held at Trinity Institute of Vocational Studies	2017

(B) Awards / Recognitions received by Students

Shrishti Panwar	3rd Position: Street Play Competition held at Trinity Institute of Vocational Studies	2017

24. List of Eminent Academicians / Visitors to the Department:

List of Worshops/Seminars and PD sessions for students from Jan 2016 to Dec 2016

S.No.	Name of the Company	Person Visited	Date of Visit	Purpose
1	Sri Sathya Sai Seva Organisation.	Mr.Anindya(Head trainer,FedEx)	25/1/16	Life skills in management
2	Apeejay Institute of Management	Mr.Etinder Singh(Professor)	28/1/16	Career options after graduation
3	Management Development institute Singapore	Mr Pankaj (MDIS, New Zealand)	9/2/2016	International higher
4	Art of Living	Ms Aditi (Communication Head)	12/2/2016	Medication for faculty
5	Pearl Academy	Mr.Varun Kakkar and Ms.Bhavna	16/2/2016	Future in Fashion Industry
6	Chart pro education	Mr.Varun Vohra	19-2-2016	Stock market In India
7	Sri Sathya Sai Seva Organisation.	Mr.Anindya(Head trainer,FedEx)	23-2-2016	Life skills in management
8	Ansal University	Dr.Puja Chhabra(Professor,Ansal university)	10/3/2016	Future perspects (Mgmt)
9	ITS Ghaziabad	Prof Nitin Saxena(Prof,ITS)	21/3/2016	Management Quiz
10	Landmark Institute	Mr.R Chadda	17/3/2016	Future prospects BCA
11	SRInsuretech	Mr.Vishwas Tyagi	22/3/2016	Insurance Quiz
12	IBS	Dr.Nidhi Tak	3/9/2016	Teacher's Day Competition
13	University of Cincinnati	Dr.Debasis Pal	19/9/2016	Foreign education
14	IMS	Mr.Aditya Kumar	21/9/2016	Competition exams
15	JIMS Kalkaji	Ms.Jyoti Kukreja	4/10/2016	Skills of GD
16	Jaipuria Institute of Management		14/10/2016	Management quiz
17	NIESBUD	Mr.Rajiv Ranjan	22/9/2016	Entrepreneurship development

25. Seminars / Conferences / Workshops organized and the sources of funding:

	Co- Curricular Activities conducted by the Institution	
1	**Conference:**	**Date**
a.	6th National Conference on "Digital India: Recent Paradigm shift in IT, Media and Management"	19th Mar, 2016
2	**Seminars:**	**Date**
a.	Seminar on Entrepreneurial-Digital Marketing was organised by IMS. [Guest speaker - Mr.Ujjal Chugh]	16th Nov, 2015
b.	Seminar on Medication for faculty was organised by Art of Living [Guest speaker -Ms. Aditi (Communication Head)]	12th Feb, 2016
c.	Seminar on Stock market In India was organised by Chart pro education [Guest Speaker - Mr.Varun Vohra]	17th Feb, 2016
3	**Workshops:**	**Date**
a.	Workshop was organised on the topic "Personality Development" by Freelance Soft skills trainer. [Ms.Upma Kumar(Life skills Trainer)]	16th Sept, 2015
b.	Workshop was conducted on the topic "Corporate Social Responsibility" by Bajaj Finance. [Guest speaker - Mr.Anubhav]	14th Oct, 2015
c.	Pearl Academy conducted a workshop on "Photography" for BA(JMC) Faculties & Students. [Guest Speaker - Ms.Rohit Dhingra (Assistant Professor)]	21st Mar, 2016
4	**Faculty Development programme:**	**Date**
a.	5 day Faculty Development programme was conducted on "Statistical Research technique" by IMS	27th - 31st Dec, 2016
5	**Skill Development programme:**	**Date**
a.	An 8 module Short term- Skill Development programme was organised by Sri Sathya Sai Seva Organisation by Mr. Anindya (Head trainer,FedEx)	15th Oct 2015, 25th Jan 2016, 23rd Feb 2016, 25th Feb 2016, 5th Mar 2016, 17th Mar 2016
b.	Skill Development programme was conducted by Microsoft Office Specialist Certification - Classroom License	22nd Oct, 2015

26. Student Profile Programme / Course Wise: **As per the selection criteria & admission process of GGSIP University**

27. Diversity of Students (various states and countries):

Name of the Course	% of Students from the same	% of Students from other states	% of Student from abroad
2016-2017	90	10	0

28. How many students have cleared national and state competitive examinations

such as NET, SLET, GATE, Civil Services, Defence services, etc. . . . Not Applicable

29. Student Progression:

Student Progression	Against % enrolled
UG to PG	50
PG to M.Phil	Not Applicable
PG to Ph.D	Not Applicable
Ph.D to Post-Doctorral	Not Applicable
Employed - Campus selection - Other than campus recruitment	20 10
Entrepreneurship/Self-employment	5

30. Details of Infrastructural Facilities a)
    Library

YEAR	Books added	Cost of Books (Rs.)	Total Books
2014-15			435 titles
2015-16	117		552 titles
2016-17	0		552 titles

b) Internet Facilities for staff and students: The Trinity Institute has full-fledged wired as well WiFi facility for Internet.

c) Classrooms with ICT facilities: Nil.

d) Laboratory: Trinity Institute has three Computer labs with 175 computers

31. Number of students receiving financial assistance from Trinity Institute/university, government or other agencies: 2% of the students belonging to SC/ST/Minorities groups receive scholarships from the Trinity Institute/ Delhi Government/ State Government (s).

32. Details on Student Enrichment Programs

S.No	Name of the Company	Person Visited	Date of Visit	Purpose
1	Freelance Soft skills trainer	Ms.Upma Kumar(Life skills Trainer)	16/9/15	Personality Development
2	Bajaj Capital Venture group	Mr. Anubhav Sharma (Corporate Relationship Manager),ICFP	14/10/15	Stock Markets
3	Sri Sathya Sai Seva Organisation.	Mr.Amit Sood(AVP with TIL Ltd)	15/10/15	Life skills in management
4	Apeejay Institute of Management	Ms.Hira Roy(Asso prof,Apeejay institute)	29/10/15	Interview skills
5	JIMS,Kalkaji	Ms.Manisha(Assistant prof,JIMS)	18/11/15	Entrepreneural Skills
6	Interview Skills	Ms.Hira Roy(Associate Professor,Apeejay Institute of Management)	29/10/ 2015	Interview skills
7	IMS	Mr.Ujjal Chugh	16/11/2015	Digital Marketing
8	Sri Sathya Sai Seva Organisation.	Mr.Anindya(Head trainer,FedEx)	25/1/16	Life skills in management
9	Apeejay Institute of Management	Mr.Etinder Singh(Professor)	28/1/16	Career options after graduation
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12	Pearl Academy	Mr.Varun Kakkar and Ms.Bhavna	16/2/2016	Future in Fashion Industry
13	Chart pro education	Mr.Varun Vohra	19-2-2016	Stock market In India
14	Sri Sathya Sai Seva Organisation.	Mr.Anindya(Head trainer,FedEx)	23-2-2016	Life skills in management
15	Sri Sathya Sai Seva Organisation.	Mr.Anindya(Head trainer,FedEx)	25-2-2016	Life skills in management
16	Sri Sathya Sai Seva Organisation.	Mr.Anindya(Head trainer,FedEx)	5/3/2016	Life skills in management
17	Sri Sathya Sai Seva Organisation.	Mr.Anindya(Head trainer,FedEx)	7/3/2016	Life skills in management
18	Art of Living	Ms Aditi (Communication Head)	8/3/2016	Medication for faculty

19	Ansal University	Dr.Puja Chhabra(Professor,Ansal university)	10/3/2016	Future perspects (Mgmt)
20	Landmark Institute	Mr.R Chadda	17/3/2016	Future prospects BCA
21	ITS Ghaziabad	Prof Nitin Saxena(Prof,ITS)	21/3/2016	Management Quiz
22	Pearl Academy	Ms.Rohi Dhingra(Assistant Professor)	21/3/2016	Photography techniques
23	SRInsuretech	Mr.Vishwas Tyagi	22/3/2016	Insurance Quiz

33. Teaching Methods adopted to improve student learning:

1) We conduct interactive classroom sessions to stimulate the interest and enhance the learning of the students.

2) We reinforce skills by performing large number of exercises; projects, classroom sessions like debates, mock activities, by organizing events, press conferences, making of TV shows, news panel, psa, radio shows and documentaries etc.

3) Academically weak students are identified and remedial classes are arranged by the respective course teachers.

4) Various lectures, workshops, & visits to the industry are organized to familiarize students with the various potentialities of the field.

5) We persuade the students to fill the Feedback form to strengthen the quality of teaching learning environment and to look for opportunities to improve teacher's performance in classroom and engagement with students to bring excellence in teaching and learning.

6) Quiz competitions are organized in the tutorial classes to revise the syllabus.

34. Participation in Institutional social responsibility (ISR) and Extension activities:

The faculty members of the department are involved in Eco Club committee of the Trinity Institute which reinforce organizing of special event or activity concerning the healthy &ecofriendly environment.

35. SWOC ANALYSIS OF DEPARTMENT AND FUTURE PLANS

Strength

- A young and dynamic faculty with diverse specialization and interests.
- Creativity in teaching and practical demonstrations in the classrooms.
- Coordination with other departments for interdisciplinary activities.
- Well-equipped classrooms and Production laboratories with highly updated equipments.
- Research oriented faculty members.
- Faculty members with sound knowledge of all the software's and working of the industry.

Weakness

- Some students need reinforcement and best efforts are made for the same.

Opportunities

- To increase the research activities in the Department.
- Association with the Industry for keeping self-updated of the technicalities and current.
- Enhancement of skills and creativity by organizing various activities and events.

Challenges

- To take up minor & Major Projects
- To add on Value added Courses
- To bring slow learners on par with good performers.
- To make student confident and camera friendly.
- To find core strength of the students and to polish it.

FUTURE PLANS

- To increase the research activities in the Department.
- To encourage students to participate in the summer schools/ workshops and lecture conducted by other external agencies.
- To organize student enrichment and teacher enrichment programs.
- To organize special classes for students of final year to prepare them for the competitive examinations.

TRINITY INSTITUTE OF PROFESSIONAL STUDIES
EvaluativeReportoftheManagement& Commerce Department

1. Name of the department : Department of Management and Commerce

2. Year of Establishment: 2007

3. Names of Programmes/Courses offered(UG,PG,M.Phil.,Ph.D.,Integrated
    Masters;   Integrated Ph.D.,etc.)B.Com and BBA(G)

4. Names of Interdisciplinary courses and the departments/units involved: BBA(Bachelor of Business Administration) &   B.Com (H) (Bachelor of Commerce)

5. Annual/semester/choice based credit system(programme wise): Semester

6. Participationofthedepartmentinthecoursesofferedbyotherdepartments: Department of IT and Communication

7. Coursesincollaborationwithotheruniversities,industries, foreign institutions, etc.: NIL

8. Detailsofcourses/programmesdiscontinued(ifany)withreasons: BBA(B&I) (Bachelor of Business Administration- Banking & Insurance)

9. NumberofTeachingposts

	Sanctioned	**Filled**	**Vacant**
Professors	04	Nil	04
AssociateProfessors	08	03	05
Asst.Professors	24	21	03

10.   Facultyprofilewithname,qualification,designation,specialization,(D.Sc./D.Litt. /Ph.D./M.Phil.etc.,)

S.No.	**NAME**	**QUALIFICATION**

1	PRAMOD KUMAR NAYAK	MBA, UGC-NET,PHD pursuing
2	RATIKA MALHOTRA	MBA, UGC-NET/JRF
3	Dr. VANDANA MALVIYA	PHD,MBA,BBA, ADVANCE CERTIFICATION IN BEHAVIOURAL TESTING, MA(ECONOMICS) pursuing
4	Dr. SHAILY SAXENA	PHD,MBA
5	MAHTAB ALAM	UGC-NET(MGMT), MBA,BBA
6	SARITA CHAWLA	M.PHIL (International studies, pol. Science)
7	Dr. JASPREET KAUR	PHD, M.PHIL,B.Sc
8	MADHU RUHIL	UGC-NET, MBA(Finance),B.COM
9	AMBANI RATHUR	UGC-NET, MBA(Finance and Human Resource),B.COM,E-Commerce(Advanced Diploma)
10	SapnaThukral	UGC NET(Management) MBA(Human Resource and Finance) and BBA
11	Kanikasharma	MSc(Operational research) Maths(Hons.)
12	Upasanagutt	UGC NET(Commerce) Mcom and Bcom(H)

13	IshleenKaur	UGC NET(Management) MBA(Human Resource and Finance) and MBA(HR) B.Com(P)
14	KhushbooGautam	UGC NET(Commerce) Mcom and Bcom(H)
15	NamrtaYadav	UGC NET(Commerce) Mcom and Bcom(H)
16	NishantVerma	Master in Marketing Management
17	Niharika	Master in Marketing and Human Resource Management
18	Deepika Bhatia	M.Phil(Management), M.B.A., Pursuing P.H.D
19	MansiChadha	M.B.A(Finance)
20	SakshiGoel	UGC-NET, M.B.A, B.B.A, Pursuing Phd
21	HImanshiMehra	B.Com, MBA
22	SwatI Sharma	B.Com, MBA
23	Priya	B.Com, MBA
24	Sonali Sharma	UGC-NET (Management), MBA (Finance&HR), B.Com

	Vaishali Sharma	
25		UGC-NET (Management), MBA (Finance&IB), B.Com(H), BBA, Pursuing Phd
26	AartiSuryavanshi	Masters in Business Economics (MBE), B.com, B.ed and PGDBA, Pursuing Phd.
27	Sagunakhajuria	BE(Instrumentation and Control) MBA(Marketing and Information Technology)

11. Listofseniorvisitingfaculty

12. Percentageoflecturesdeliveredandpracticalclasseshandled(programmewise) bytemporaryfaculty

13. Student-TeacherRatio(programmewise): 20 into 1

14. Numberofacademicsupportstaff(technical)andadministrativestaff;sanctioned andfilled

15. QualificationsofteachingfacultywithDSc/D.Litt/Ph.D/MPhil/PG.
Ph.D-3
M.Phil-2
PG-19

16. Numberoffacultywithongoingprojectsfroma)Nationalb)Internationalfunding agencies andgrantsreceived: NIL

17. Departmentalprojectsfundedby DST-FIST;UGC, DBT, ICSSR,etc.andtotalgrantsreceived: NIL

18. ResearchCentre/facilityrecognizedbytheUniversity: NIL

19. Publications:

* a) Publicationperfaculty

* Numberofpaperspublishedinpeerreviewedjournals(national/ international)byfacultyandstudents

* NumberofpublicationslistedinInternationalDatabase(For Eg:WebofScience,Scopus,HumanitiesInternationalComplete,Dare Database-InternationalSocialSciencesDirectory,EBSCOhost,etc.)

* Monographs

* ChapterinBooks

* BooksEdited

* BookswithISBN/ISSNnumberswithdetailsofpublishers

* CitationIndex

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* SNIP

* SJR

* Impactfactor

* h-index

20. Areasofconsultancyandincomegenerated: NA

21. Facultyasmembersin

a) Nationalcommitteesb)InternationalCommitteesc)Editorial
Boards-.Nil

22. Studentprojects

a) Percentageofstudentswhohavedonein-
houseprojectsincludinginterdepartmental/programme: 100Percent

b)
Percentageofstudentsplacedforprojectsinorganizationsoutsidetheinstitutio
ni.e.inResearchlaboratories/Industry/ otheragencies: 100Percent

23. Awards/Recognitionsreceivedbyfacultyandstudents

24. Listofeminentacademiciansandscientists/visitorstothe department- 16
(July2015-June 2016)

List of Worshops/Seminars and PD sessions for students from Jan 2016 to Dec 2016

S.No.	Name of the Company	Person Visited	Date of Visit	Purpose
1	Sri SathyaSai SevaOrganisation.	Mr.Anindya(Head trainer,FedEx)	25/1/16	Life skills in management
2	Apeejay Institute of Management	Mr.Etinder Singh(Professor)	28/1/16	Career options after graduation
3	Management Development institute Singapore	MrPankaj (MDIS, New Zealand)	9/2/2016	International higher
4	Art of Living	MsAditi (Communication Head)	12/2/2016	Medication for faculty
5	Pearl Academy	Mr.VarunKakkar and Ms.Bhavna	16/2/2016	Future in Fashion Industry
6	Chart pro education	Mr.VarunVohra	19-2-2016	Stock market In India
7	Sri SathyaSai SevaOrganisation.	Mr.Anindya(Head trainer,FedEx)	23-2-2016	Life skills in management
8	Ansal University	Dr.PujaChhabra(Professor,Ansal university)	10/3/2016	Future perspects (Mgmt)

9	ITS Ghaziabad	Prof NitinSaxena(Prof,ITS)	21/3/2016	Management Quiz
10	Landmark Institute	Mr.RChadda	17/3/2016	Future prospects BCA
11	SRInsuretech	Mr.VishwasTyagi	22/3/2016	Insurance Quiz
12	IBS	Dr.NidhiTak	3/9/2016	Teacher's Day Competition
13	University of Cincinnati	Dr.Debasis Pal	19/9/2016	Foreign education
14	IMS	Mr.Aditya Kumar	21/9/2016	Competition exams
15	JIMS Kalkaji	Ms.JyotiKukreja	4/10/2016	Skills of GD
16	Jaipuria Institute of Management		14/10/2016	Management quiz
17	NIESBUD	Mr.RajivRanjan	22/9/2016	Entrepreneurship development

25.Seminars/Conferences/Workshopsorganizedandthesourcesoffunding: (Self Financed)

	Co- Curricular Activities conducted by the Institution	
1	**Conference:**	**Date**
a.	6th National Conference on "Digital India: Recent Paradigm shift in IT, Media and Management"	19th Mar, 2016
2	**Seminars:**	**Date**
a.	Seminar on Entrepreneurial-Digital Marketing was organised by IMS. [Guest speaker - Mr.UjjalChugh]	16th Nov, 2015
b.	Seminar on Medication for faculty was organised by Art of Living [Guest speaker -Ms. Aditi (Communication Head)]	12th Feb, 2016
c.	Seminar on Stock market In India was organised by Chart pro education [Guest Speaker - Mr.VarunVohra]	17th Feb, 2016
3	**Workshops:**	**Date**
a.	Workshop was organised on the topic "Personality Development" by Freelance Soft skills trainer. [Ms.Upma Kumar(Life skills Trainer)]	16th Sept, 2015

b.	Workshop was conducted on the topic "Corporate Social Responsibility" by Bajaj Finance. [Guest speaker - Mr.Anubhav]	14th Oct, 2015
c.	Pearl Academy conducted a workshop on "Photography" for BA(JMC) Faculties & Students. [Guest Speaker - Ms.RohitDhingra (Assistant Professor)]	21st Mar, 2016
4	**Faculty Development programme:**	**Date**
a.	5 day Faculty Development programme was conducted on "Statistical Research technique" by IMS	27th - 31st Dec, 2016
5	**Skill Development programme:**	**Date**
a.	An 8 module Short term- Skill Development programme was organised by Sri SathyaSaiSevaOrganisation by Mr. Anindya (Head trainer,FedEx)	15th Oct 2015, 25th Jan 2016, 23rd Feb 2016, 25th Feb 2016, 5th Mar 2016, 17th Mar 2016
b.	Skill Development programme was conducted by Microsoft Office Specialist Certification - Classroom License	22nd Oct, 2015

26.   Student profile programme/coursewise:

*M=Male *F=Female

27.   Diversityof Students

Nameofthe Course	%of students fromthesamestate	%ofstudentsfro motherStates	%of students from abroad
BBA	95	5	NIL
B.Com	86	14	NIL

28.

   HowmanystudentshaveclearednationalandstatecompetitiveexaminationssuchasNET,SLET,GATE,Civilservices,Defenseservices,etc.?

   Defense service-2

29.   Studentprogression

Student progression	Against%enrolled
UGtoPG	30
PGtoM.Phil.	Nil
PGtoPh.D.	Nil
Ph.D.toPost-Doctoral	Nil
Employed •Campusselection •Other than campus recruitment	28 11 * 39
Entrepreneurship/Self-employment	02

* Placement Record for the Year 2015-16

30.DetailsofInfrastructuralFacilities a) Library

YEAR	Booksadded	CostofBooks (Rs.)	TotalBooks
2014-15			435 titles
2015-16	117		552 titles
2016-17	0		552 titles

   b)InternetFacilitiesforstaffandstudents:TheTrinity Institutehasfull-fledged wiredaswellWiFifacilityforInternet.

   c)ClassroomswithICTfacilities:Nil.

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d) Laboratory: Trinity Institute hasthree Computer labs with 175 computers

31.Numberofstudentsreceivingfinancial

assistancefromTrinity

Institute,university,

governmentorotheragencies

32.   Details on student enrichmentprogrammes(speciallectures/workshops/ seminar)withexternalexperts: Documents enclosed

S.No	Name of the Company	Person Visited	Date of Visit	Purpose
1	Freelance Soft skills trainer	Ms.Upma Kumar(Life skills Trainer)	16/9/15	Personality Development
2	Bajaj Capital Venture group	Mr. Anubhav Sharma (Corporate Relationship Manager),ICFP	14/10/15	Stock Markets
3	Sri SathyaSaiSevaOrganisation.	Mr.AmitSood(AVP with TIL Ltd)	15/10/15	Life skills in management
4	Apeejay Institute of Management	Ms.Hira Roy(Assoprof,Apeejay institute)	29/10/15	Interview skills
5	JIMS,Kalkaji	Ms.Manisha(Assistant prof,JIMS)	18/11/15	Entrepreneural Skills
6	Interview Skills	Ms.Hira Roy(Associate Professor,Apeejay Institute of Management)	29/10/ 2015	Interview skills
7	IMS	Mr.UjjalChugh	16/11/2015	Digital Marketing
8	Sri SathyaSai SevaOrganisation.	Mr.Anindya(Head trainer,FedEx)	25/1/16	Life skills in management
9	Apeejay Institute of Management	Mr.Etinder Singh(Professor)	28/1/16	Career options after graduation
10	Management Development institute Singapore	MrPankaj (MDIS, New Zealand)	9/2/2016	International higher
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13	Chart pro education	Mr.VarunVohra	19-2-2016	Stock market In India
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21	ITS Ghaziabad	Prof NitinSaxena(Prof,ITS)	21/3/2016	Management Quiz
22	Pearl Academy	Ms.RohiDhingra(Assistant Professor)	21/3/2016	Photography techniques
23	SRInsuretech	Mr.VishwasTyagi	22/3/2016	Insurance Quiz

33.TeachingMethodsadoptedtoimprovestudentlearning:

1) Interactive Classroom teaching methodology

2) Class presentations & group discussions on Recent Industrial trends.

3) Remedial classes for slow learner to keep their motivation & morale high.

4) Upgrade the knowledge of students through Industrial visits & study tour.

 5) Student's feedback for improvement of teaching methods as per their understanding.

6) Intra and Inter departmental competition for academic wellbeing.

34.Participation inInstitutional social responsibility (ISR)andExtension activities:

ThefacultymembersofthedepartmentareinvolvedinEco Clubcommitteeofthe Trinity Institutewhich reinforce organizing of special event or activity concerning the healthy &ecofriendly environment

35. SWOC ANALYSIS OF DEPARTMENT AND FUTURE PLANS

Strength

- Updated with newly developed concepts in management and commerce
- Updation of recent Industry trends.
- Group Discussion and Personality development .
- Diversified specialization with enrichment of knowledge.
- Adoption of case based teaching methodology in class room.
- Coordination with other departments for inter disciplinary activities.
- Well-equipped class rooms and Computer laboratories with updated softwares.
- Research orientation of faculty members.

Weakness
- Less Exposure towards global management curriculums and Industry Integration.

Opportunities

- Participation in Research workshops and conferences.
- Associationwiththe Industry for keeping self-updated of the technicalities and current.
- Enhancement of skills and creativity by organizing various activities and events.

Challenges

- Todevelopthestudent centric learning approach
- Moral development among students with professionalism

- To maintain balance between slow and fast learners.
- To find core strength of the students and to polish it.

FUTUREPLANS
- Updation of curriculum to cope up with the changing environment & industry demand.
- To develop students best fit in Industry and society as well.
- To increase the research activities in the Department.
- . To encourages students to participate in the workshops, conferences etc
- To organize student enrichment and teacher enrichment programs.

CRITERION-WISE ANALYSIS

-

CRITERION I: CURRICULAR ASPECTS

1.2 Curriculum Planning and Implementation

1.1.1 **State the vision, mission and objectives of the institution, and describe how these are communicated to the students, teachers, staff and other stakeholders.**

(to be re-framed as I don't have the name of the Trinity Institute)

Trinity Institute of Professional Studies (TIPS) governed by Kamal Educational Society is an ISO 9001:2008 certified Institute and is one of the most prestigious Trinity Institute of GGSIP University.

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Trinity Institute are running three courses BJMC, B.Com(H) and BBA(G) for translating its founder's vision into reality, follow the duly defined mission and create required conditions for promoting values

VISION

Our Trinity Institute of Education will be a Good leader in the integration of teaching and learning advancement of the knowledge-base through research, scholarship, leadership in service and outreach. Further, the Trinity Institute will be involved in preparing teachers who provides leadership, exemplary educational and related services to improve the lives in a changing and complex global society

MISSION

The mission of the Trinity Institute of Education is to prepare outstanding educators, scholars, researchers and to advance the profession of education, as broadly defined, through research on science and art of teaching and learning, the application of clinical processes, the effective uses of technology, the analysis, development of leadership and educational policy.

Objectives:

The Trinity Institute aims at an integral and personalized training of young men and women through Integral Pedagogy – Context, Experience, Reflection, Action and Evaluation –to be well motivated teachers who will be intellectually competent, morally upright, socially committed and spiritually inspired.

It is the aim of Trinity Institute that the students who take their training here become well-formed guides who will accompany the young learner on his or her journey of becoming a fully human person. The Trinity Institute, therefore, offers an all-round training, one that is at once intellectual, cultural, social, emotional, physical, aesthetic, moral and spiritual.

- *Awareness*: Students awareness of learning styles and their perceptions to a mixed method approach for learning
- *Dynamism*: Inspiring students to meet the challenges of the dynamic society

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- *Environmental sensitivity:* To sensitize the students on the environmental issues.

- *Exposure*: To provide exposure to eminent experts in the field of Education

- *Leadership potential*: Cultivating skills to lead and organize team, collaborate and co-operate

- *Quality*: Preparing student- teachers for making quality endeavours in their profession

- *Problem solving ability*: Developing research skills for finding solutions to classroom problems

- *Role specific:* Sensitizing the student- teachers of their role as Nation builders

- *Techno-savvy* : Making the student teachers tech friendly and familiarize them about the use of latest innovations and technologies in curricular transaction

    Major Considerations Addressed by the Objectives:

- All round training that is intellectual, cultural, social, emotional, physical, aesthetic, moral and spiritual.

- In-service training for teachers.

- Use of IT communication media and innovative practices.

- Documentation and research.

- Environment education for sustainability.

- Empowerment of subalterns including women.

- Personalized training through Integral Pedagogy and mentoring

- The Trinity Institute orients the students with the information about the global trends and demands, pointing out the need of computer education and English communicative skills in view of global competition.

- The Trinity Institute keeps national development in focus and gives proper training to the students to eradicate illiteracy, women's discrimination, caste abuse and unemployment.

1..1.2 How does the institution develop and deploy action plans for effective implementation of the curriculum? Give details of the process and substantiate through specific example(s).

e) The Trinity Institute follows a very systematic plan to develop and deploy action

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plans. In the beginning of the academic year, the Trinity Institute prepares an academic calendar comprising of the entire schedule for the year.

f) Every faculty member prepares a teaching plan, showing month-wise topics to be taught. These plans depend upon the syllabus prescribed by the University and the number of lectures allotted by it.

g) At the end of every month, the monthly monitoring sheets are prepared; showing the actual number of lectures engaged by every faculty member in the month. It is compared with the teaching plan, to find out whether there is any gap between the number of lectures planned and the number of lectures actually executed.

h) It also shows the actions to be taken to cover up the gaps if any. For effective implementation of the curriculum, the classroom teaching is also supplemented with seminars, projects and study

1.1.3 What type of support (procedural and practical) do the teachers receive (from the University and/or institution) for effectively translating the curriculum and improving teaching practices?

f) For affiliated Trinity Institutes like ours, the University prescribes the syllabus which specifies the number of lectures, list of recommended books and bifurcation of internal and external marks.

g) The Trinity Institute effectively translates the curriculum through class room teaching, seminars, workshops, innovative teaching practices such as LCD projectors, OHP, group discussions, etc.

h) The University regularly informs the Trinity Institute about all the changes in the curriculum, so that the Trinity Institute can implement them.

i) The Trinity Institute has definite procedures like Teaching Learning Plans, Monthly Monitoring Sheets to ensure effective translation of curriculum.

j) Teaching faculty is in the Board of Studies and workshops are conducted jointly by the Trinity Institute and University Board of Studies to create awareness among teachers about the new curriculum.

1.1.4 Specify the initiatives taken up or contribution made by the institution for effective curriculum delivery and transaction on the Curriculum provided by the affiliating University or other Statutory agency.

As stated above, the Trinity Institute follows a meticulous plan for effective curriculum delivery. It prepares an academic calendar showing the details of the

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entire year's schedule. The faculty members prepare teaching plans and these plans are monitored against monthly monitoring sheets. All the University correspondence is completed in a time bound manner.

1.1.5 How does the institution network and interact with beneficiaries such as industry, research bodies and the university in effective operationalization of the curriculum?

The Trinity Institute regularly organizes guest lectures and seminars. Experts from the industry and the academic fields are invited to talk to students and the faculty. It also organizes industrial visits for students. The effectiveness of operations is made possible through regular deputations and correspondence with the industry, research bodies and Universities.

1.1.6 **What are the contributions of the institution and/or its staff members to the development of the curriculum by the University? (number of staff members/departments represented on the Board of Studies, student feedback, teacher feedback, stakeholder feedback provided, specific suggestions etc.**

The Trinity Institute is affiliated to University of _____?_____. The Board of Studies develops and restructures the curriculum as per the guidelines of statutory bodies. There is limited scope for developing and restructuring the curriculum. Some faculty members have contributed to curriculum design and development through memberships in University bodies. Whenever a new syllabus is framed or existing syllabus is restructured the faculty communicates their suggestions to the Board of Studies. The faculty actively participates in the workshops or curriculum design and restructuring conducted by University or other institutions.

Syllabus (I don't have currently with me) -Please provide syllabus

1.1.7 Does the institution develop curriculum for any of the courses offered (other than those under the purview of the affiliating university)by it? If 'yes', give details on the process ('Needs Assessment', design, development and planning) and the courses for which the curriculum has been developed.

As the Trinity Institute is an affiliated Trinity Institute, it does not have the freedom to develop the curriculum. It follows the syllabus prescribed by the University of _____?_____. Since the University has introduced Credit Based Grading System, the departments and staff members have the freedom to frame and design the structure / method to evaluate students in the internal assessment. The Trinity

Institute has also designed a completely revised curriculum with number of innovative changes which will be implemented under Autonomy.

1.1.8 How does institution analyze/ensure that the stated objectives of curriculum are achieved in the course of implementation?

Objectives of the curriculum are achieved by framing the teaching - learning plans. The teaching -learning plans are in accordance with the learning objectives stated by the University in the syllabus of each subject. Further the delivery of teaching-learning plans is analyzed through monthly monitoring sheets. Regular departmental meetings are conducted to ensure that syllabus in the classes is fulfilling the stated objectives and are achieved while implementing.

1.2 Academic Flexibility –(I don't have details with me , yet to get details)

1.2.1 Specifying the goals and objectives give details of the certificate/diploma/ skill development courses etc., offered by the institution.

1.2.2 Does the institution offer programmes that facilitate twinning/dual degree? If 'yes', give details.

1.2.3 Give details on the various institutional provisions with reference to academic flexibility and how it has been helpful to students in terms of skills development, academic mobility, progression to higher studies and improved potential for employability. Issues may cover the following and beyond:

- Range of Core / Elective options offered by the University and those opted by the Trinity Institute
- Choice Based Credit System and range of subject options
- Courses offered in modular form
- Credit transfer and accumulation facility
- Lateral and vertical mobility within and acrossprogrammes and courses
- Enrichment

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1.2.4 Does the institution offer self-financed programmes? If 'yes', list them and indicate how they differ from other programmes, with reference to admission, curriculum, fee structure, teacher qualification, salary etc.

1.2.5 Does the Trinity Institute provide additional skill oriented programmes, relevant to regional and global employment markets? If 'yes' provide details of such Programme and the beneficiaries.

1.2.6 Does the University provide for the flexibility of combining the conventional face-to-face and Distance Mode of Education for students to choose the courses/combination of their choice" If'yes', how does the institution take advantage of such provision for the benefit of students?

1.3   Curriculum Enrichment

1.3.1 Describe the efforts made by the institution to supplement the University's Curriculum to ensure that the academic programmes and Institution's goals and objectives are integrated?

The curriculum prescribed by the University cannot be changed. However, the Trinity Institute makes sincere efforts by offering certain additional courses/programmes that supplement the University's curriculum. The Trinity Institute offers four Add-on Courses, namely :-

- ?
- ?
- ?

that enhance the overall development of the students and ensure the integration of the academic programmes and the goals & objectives of the Trinity Institute.

1.3.2 What are the efforts made by the institution to enrich and organize the curriculum to enhance the experiences of the students so as to cope with the needs of the dynamic employment market?

The purpose of any education system is to provide students the basic understanding and knowledge that will help mould their personality and enable them to stand on their own feet in a dynamic employment market. As said earlier, the Trinity Institute cannot modify any curriculum prescribed by the University, however by offering the above referred four Add-on Courses, the Trinity Institute attempts to prepare the learners in computer applications, soft skills, etc. and help them gain meaningful employment. Student volunteers are exposed to academic talks and discussions through the seminars organized. Career Guidance Cell organizes group discussions, interviews and talks that helps students

prepare for job market. Industrial visits are organized. Various events are conducted by student volunteers to improve their organizational skills.

1.3.3 Enumerate the efforts made by the institution to integrate the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc., into the curriculum?

The self-financing programmes are the avenues for introduction of updated curriculum in emerging areas. The faculty visits to reputed Universities and Trinity Institutes in the country which provides exposure to improve the pedagogy and curriculum. In addition, we frequently organize seminars, workshops and field tours for the students and faculty members to better appraise them about the environment, climate changes, and importance of saving precious natural resources.

To avoid cross cut issues such as gender, climate change, environmental education, Human Right, ICT etc., the following committees are formed:-

The committee has to monitor and take case of the students when they are in trouble.

1. Anti-Ragging Committee-

2. First-Aid Committee-

3. Intensive Coaching Committee-

4. Library Committee

5. Student-Welfare Committee-

6. Problem- solving committee

7. Environment Awareness Committee-

8. Sports Committee

9. Audio-Visual Aids

10. Personality Development Committee

11. Counseling and Guidance Cell

12 Placement Cell

13 Faculty Development Cell

14 Discipline Committee

 15.Examination Committee

16. Cultural Activity Committee

17. Campus Development Committee

18. Sexual Harassment Committee

1.3.4 What are the various value-added courses/enrichment programs offered to ensure holistic development of students?

- moral and ethical values
- employable and life skills
- better career options
- community orientation

- Moral and Ethical Values
  - The Trinity Institute organizes from time to time talks and guest lectures of spiritual leaders for the benefit of the students.
  - The Trinity Institute shows the Presentation on "Power of Thoughts to eliminate Stress"
  - The Trinity Institute organizes a talk on removing "Exam Anxiety and Suicides"

- Employable and life skills

The Trinity Institute offers programs like, career guidance and placement where students make them strong morally and ethically. Placement cell plays an important role to guide student to survive in this competitive world.

- Better career options

The Trinity Institute, has career counselors and Career Counseling and Guidance Centre to help students prepare to move abroad .

- Community orientation

  The Trinity Institute, through its Corporate Social Responsibilities (CSR) Programs, make sincere attempts to impart in students Community Orientation and develop sensitivity towards Socio-Economically deprived people of the society.

1.3.5 Citing a few examples enumerate on the extent of use of the feedback from stakeholders in enriching the curriculum?

e.g are required to fill this

1.3.6 How does the Trinity Institute monitor and evaluate the quality of its enrichment programs ?

Regular feedback is obtained from the students every year by circulating a Questionnaire among them and this is constantly monitored by the Trinity Institute through the coordinator.

1.4 Feedback System

1.4.1 What are the contributions of the institution in the design and development of the curriculum prepared by the University?

The Trinity Institute implements the new syllabi as and when the University introduces/revises it. Though the curriculum is designed by the University, the goals and objectives of the Trinity Institute are transmitted to the students by the efforts of the faculty by teaching beyond classroom and the curriculum. Three faculties are members of the Board of Studies and four are members of syllabus framing committees in their respective subjects. All other faculties also contribute to the content of the University Syllabus by attending workshops and training programs.

1.4.2 Is there a formal mechanism to obtain feedback from students and stakeholders on Curriculum? If 'yes', how is it communicated to the University and made use internally for curriculum enrichment and introducing changes/new programmes?

Feedback on curriculum from students is obtained through formal questionnaires, open forum of student's council and suggestion box. The Trinity Institute has a mechanism to collect informal feedback from Alumni, Parents and other stakeholders to incorporate their views in the overall development of the Trinity Institute. Special formats are used for parents to provide their views during mentor meetings. The curriculum which is developed and designed for the autonomous status of the Trinity Institute is based on the feedback received. Faculty regularly attends Board of Studies meetings to communicate to University their ideas about enrichment of curriculum.

1.4.3 How many new programmes/courses were introduced by the institution during the last four years? What was the rationale for introducing new courses/programmes?)

Any other relevant information regarding curricular aspects which the Trinity Institute would like to include.

(Cant fill this as require information from the Trinity Institute)

CRITERION II: TEACHING - LEARNING AND EVALUATION
2.1 Student Enrollment and Profile

2.1.1 How does the Trinity Institute ensure publicity and transparency in the admission process?

> Wide publicity for admissions is ensured through advertisements in leading National and regional Newspapers and through repeated announcements on AIR. Admission notifications are also circulated to all University Departments and other Universities' Offices for information and further publicity. Adequate time is given for submitting applications. The admissions are made on merit calculated on the basis of marks obtained either in the qualifying examination or in the entrance test or in both. Each Department displays the list of selected candidates in order of merit. Inquiries regarding calculation of merit are answered promptly.

2.1.2 Explain in detail the criteria adopted and process of admission (Ex. (i) merit (ii) common admission test conducted by state agencies and national agencies (iii) combination of merit and entrance test or merit, entrance test and interview (iv) any other) to various programmes of the Institution.

For all Regular and Self Financing courses the admission criteria are regulated by the University according to Government norms.

Merit :

The Trinity Institute follows the GGS IP University criteria of merit for admission in different courses. Merit list is prepared by the GGS IP University. Admission Committee follows directives issued by the parent university and the state govt.

Common admission test:

GGS IP University conducts admission test for various courses . The candidates selected by the common entrance exam are recommended to the Trinity Institutes

2.1.3 Give the minimum and maximum percentage of marks for admission at entry level for each of the programmes offered by the Trinity Institute and provide a comparison with other Trinity Institutes of the affiliating university within the city/district.

2015-2016 UG Admission Cut Off Percentage

S.No	Program	Course	Lowest Rank	Highest Rank
	Under Graduate	BBA(G) I Shift		
		BBA(G) II Shift		
		B.COM(H) I Shift		
		B.COM(H) II Shift		
		BCA I Shift		
		BCA II Shift		
		BJMC I Shift		
		BJMC II Shift		
	Post Graduate			
	Integrated Programmes PG			
	Ph.D.			
	M.Phil.			
	Ph.D			
	Certificate courses			
	UG Diploma			
	PG Diploma			
	Any Other (specify and provide details)			

2.1.4 Is there a mechanism in the institution to review the admission process and student profiles annually? If 'yes' what is the outcome of such an effort and how has it contributed to the improvement of the process?

There are committees for admission to different programmes each headed by a

Prof-in-charge and supported by office staff members. These committees are

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responsible for the whole process of admission and its review. A review gives an insight that plays a significant role in the process to be adopted next year. The Principal oversees the whole mechanism and maintains fairness and transparency by all means.

2.1.5 Reflecting on the strategies adopted to increase/improve access for following categories of students, enumerate on how the admission policy of the institution and its student profiles demonstrate/reflect the National commitment to diversity and inclusion

* SC/ST
* OBC
* Women
* Differently abled
* Economically weaker sections
* Minority community
* Any other

In each case of admission, Trinity Institute complies strictly to the rules and regulations prescribed by the University/ State Govt. with regard to reserved categories and % of seats reserved for each category such as SC, ST, OBC, military personnel, candidates excelling in sports, those having cultural competence, those who are physically challenged and applicants coming from economically weaker sections or minority section. For SC, ST, EBC, OBC and Backward class women, the State Govt. has a well defined rules that are to be strictly followed by the institutions.

2.1.6 Provide the following details for various programmes offered by the institution during the last four years and comment on the trends. i.e. reasons for increase / decrease and actions initiated for improvement.

Programmes	Number of applications	Number of students admitted	Demand Ratio

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UG 1 BBA(G) I Shift 2 BBA(G) II Shift 3 B.COM(H) I Shift 4 B.COM(H) II Shift 5 BCA I Shift 6 BCA II Shift 7 BJMC I Shift 8 BJMC II Shift PG Integrated Programmes PG Ph.D. M.Phil. Ph.D Certificate courses UG Diploma PG Diploma Any Other (specify and provide details)			

2.2 Catering to Student Diversity

2.2.1 How does the institution cater to the needs of differently- abled students and ensure adherence to government policies in this regard?

As stated, the Trinity Institute has reserved seats for admission to such students. They are awarded freeship and other incentives if they deserve. In addition, such students are provided easy access to the classrooms and examination halls. Staff members are allotted to look after their daily needs in special cases. There are no specific provisions and rules from the State in addition to these. Admission is granted to the physically challenged students only in general programmes and few others, but not in all vocational or professional courses because of stress of work experience in field / on-job training which involves a lot of outdoor work. So, it may not be feasible for the physically challenged students to join in such an assignment.

2.2.2 Does the institution assess the students' needs in terms of knowledge and skills before the commencement of the programme? If 'yes', give details on the process.

A new programme begins with a Day for Orientation which offers a platform for fruitful interaction between the teacher and the taught. It enables a teacher to identify the learners' strengths and weaknesses (SWOT), their sociocultural background, interests and aptitudes. Consequently, the proposed input is designed and graded. During Orientation, it is emphasized that the new entrants should be enabled to confidently cope with the expectation of the new atmosphere without any inhibition. Certain issues are taken into account:

- Gender equity and not gender divide
- General health awareness
- Code of conduct (discipline, mandatory use of Trinity Institute uniform)
- Participation in the maintenance of the Trinity Institute campus
- Syllabus and curriculum designed for a particular programme.
- Counseling (especially for the differently-abled candidates and those coming from relatively less-privileged background).

2.2.3 What are the strategies adopted by the institution to bridge the knowledge gap of the enrolled students (Bridge/Remedial/ Add-on/Enrichment Courses, etc.) to enable them to cope with the programme of their choice?

Once the knowledge-gap of the enrolled students is identified and their need realized, special remedial classes are arranged for the selected students besides the regular routine. These remedial classes are followed by special lectures in order to make the students fully confident and focused. Learner autonomy is valued. As a result, in course of time, the students are enabled to cope with the demand of the programme they are enrolled in. If required, teachers may be entrusted to take up the problems of the students individually and provide requisite help to the slow learners. In general programmes, special arrangements (e.g. sending telephonic messages and emails, take-home assignments) are made for them so that they should not lag behind their classmates in academic activities.

2.2.4 How does the Trinity Institute sensitize its staff and students on issues such as gender, inclusion, environment etc.?

Such issues are addressed in a natural way. The ambience and outlook inherent since more than sixty years of the institution have introduced and stabilized a permanent culture that expresses in controlled behavior, discipline, respect to elders and seniors, equality and equity, wider accommodation, affectionate relationships, environmental awareness and cooperative attitude

2.2.5 How does the institution identify and respond to special educational/learning needs of advanced learners?

Advance learners are initially made to help and take in their slow learning friends along with them. It is to avoid any psychological rift that may arise in between. During the interactive session in the classroom faculty members identify the potential and brilliance of a learner and also marks obtained by them in the previous year examination. On these basis the learners are advised and help by the staff members for their advance courses, courses useful to then in their future life.

2.3 Teaching-Learning Process

2.3.1 How does the Trinity Institute plan and organize the teaching, learning and evaluation schedules? (Academic calendar, teaching plan, evaluation blue print, etc.)

Like other Trinity Institute, Trinity Trinity Institute has its own academic calendar which shows the total number of working days in an academic year. It is mandatory for Trinity Institute of the university to rigidly follow the calendar. Classes are scheduled by the Committee in the beginning of the academic session. The departments take note of their allotments and accordingly copy their own schedules. Departmental meeting decides the in-house allotment of topics among the teachers as per their expertise and specialization. Teachers prepare former lesson plans well in advance for each course and execute these plans throughout a semester/year. If necessary, the remedial classes are proposed/arranged in small groups (tutorial) besides regular classroom teaching. Teaching plan, teaching methodology, allotment of inaugural and 'special Induction lectures', methods of class tests (unit test/ monthly test/mandatory tests, take home assignment etc.), projects, seminars, 'Invited' special talks, students' presentations in plenary and so on are analyzed as well as scheduled by the departments before the real

classroom teaching begins. At any stage, the teachers are not allowed to face their students at a state of unpreparedness.

2.3.2 How does IQAC contribute to improve the teaching –learning process?

Since the Trinity Institute is applying for cycle 1 so it has not established IQAC till date but through regular monitoring of the academic activities at all levels and suggesting proper measures whenever necessary. There is a committee which may directly interfere and address the students. The students are encouraged in Pair / Team Work, Peer Teaching (especially when the stress is on demonstration), Collaborative Learning / Teaching, using teaching aids, Social media and E-learning.

2.3.3 How is learning made more student-centric? Give details on the support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students?

- o Group discussion, Debates and quizzes, Educational local and outside tours are the other common participatory learning activities in the institution. In debates, excelling students are awarded. On-job assignments and project works in groups are other resources for participative or collaborative learning.
- o Seminar / Workshops are conducted. In case of Seminars/ Workshops overhead Projectors / LCD Projectors / Computer with Internet Connectivity are also used to make the programmes student friendly and dynamic. Besides study tours and statistical surveys are also being conducted for the betterment of the students.

2.3.4 How does the institution nurture critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators?

In order to showcase their talents in multiple areas of creative faculty, the Trinity Institute provides a platform for the students. Besides studies, co-curricular extra-curricular activities such as debate, discussion on contemporary issues, skit, musical programmes and lyrical plays are organized at Trinity Institute/interTrinity Institute levels at regular intervals. All these activities motivate the learners for further learning and building their confidence since each of these activities demands a lot of conceptual clarity and upgradation of information/ knowledge and skills.

2.3.5 What are the technologies and facilities available and used by the faculty for effective teaching? Eg: Virtual laboratories, e-learning - resources from National Programme on Technology Enhanced Learning (NPTEL) and National Mission on Education through Information and Communication Technology (NME-ICT), open educational resources, mobile education, etc

Most departments have computers (and multimedia on share basis), internet connectivity, OHP and slide projectors to enable students to learn in a modern way. Hands on training given in using of computers and other ICT related equipment's

2.3.6 How are the students and faculty exposed to advanced level of knowledge and skills (blended learning, expert lectures, seminars, workshops etc.)?

Seminars at departmental level and Trinity Institute level are both a common practice. These are periodically centered around techniques of teaching and research. Expert lectures, Panel discussion, workshops, exposure to industry etc. are conducted at regular intervals. Students are encouraged to participate in various competitions and quiz etc.

2.3.7 Detail (process and the number of students \benefitted) on the academic, personal and psycho-social support and guidance services (professional counseling/mentoring/academic advise) provided to students?

Career Counseling and Psycho analytical aptitude test are two processes in this regard. Career counseling cell advises students on career options. For the last quarter of the academic session 2015-16, following number of students got the benefit: Career counseling: _ _?_

2.3.8 Provide details of innovative teaching approaches/methods adopted by the faculty during the last four years? What are the efforts made by the institution to encourage the faulty to adopt new and innovative approaches and the impact of such innovative practices on student learning?

One-to-all Lecture Method is the most traditional of teaching. This method was replaced by an Interactive Approach which ensures the active participation of the students. They can freely discuss their difficulties with their teachers and share information. We feel that the students love to be taught through Multi-media Aids which include PowerPoint Presentations, 25 mm slides, videos, LCD Projectors/ OHP and other available devices as these catch their full attention. Students feel energized too to participate in interactive lab exercises, in quiz or elocution classes, problem-solving exercises, field projects, seminars and guest lectures and so on. All these approaches of teaching are adopted by different departments of the Trinity Institute as per the need. Online teaching materials are also prepared by many teachers.

2.3.9 How are library resources used to augment the teaching- learning process?

The Trinity Institute library is of a great help for students as well as teachers in terms of teaching-learning –research. The students can have access to rare books and journals. Besides usual lending of books/journals/dailies, it offers on-line reading facilities both for students and teachers. It provides various facilities and services such as Computers with broadband internet services, e-Journals, Reference Books. Periodicals, Printer and Scanners and so on.

Total collection include

Books:

Titles:

 Reference books:

National Journals:

International Journals

Encyclopaedias

Dictionaries

News papers:

Magzines

Edn.CDs

2.3.10 Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If 'yes', elaborate on the challenges encountered and the institutional approaches to overcome these.

An institution is a live organization and so bound to face challenges. The biggest challenge is completing the curriculum within the planned time frame. A number of socio-political factors are responsible for this. It may be a political issue, a stir of a particular segment of working class or even in festive seasons when students go to their native places and fail to return as holidays end. Such issues intervene in the Trinity Institute activities and disturb the academic life. In such a state of affairs, extra classes are arranged besides the regular routine.

2.3.11 How does the institute monitor and evaluate the quality of teaching

learning?

Such monitoring and evaluation is the responsibility of the departments. Head of the departments are responsible to maintain the quality.

2.4 Teacher Quality

2.4.1 Provide the following details and elaborate on the strategies adopted by the Trinity Institute in planning and management (recruitment and retention) of its human resource (qualified and competent teachers) to meet the changing requirements of the curriculum

(Please pick up the format from the September 2016 manual)

2.4.2 How does the institution cope with the growing demand/ scarcity of qualified senior faculty to teach new programmes/ modern areas (emerging areas) of study being introduced (Biotechnology, IT, Bioinformatics etc.)? Provide details on the efforts made by the institution in this direction and the outcome during the last three years.

To teach the students certain subjects but we do employ guest faculty too with degree and training in core areas. On many occasions the faculty members contact the expert himself and arrange special lectures by them.

2.4.3 Providing details on staff development programmes during the last four years elaborate on the strategies adopted by the institution in enhancing

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the teacher quality.

(i) Teaching learning methods/approaches :- The Trinity Institute adopts various kind of

teaching & learning methods. Lecture, Interactive, Group- discussion, Demonstration methods are the main adopted by our Trinity Institute. Study tour and exclusions are also arranged for the students.

(ii) Content /Knowledge management :- As the courses & syllabus is decided by the

university faculty member go through the syllabus very thoroughly and accordingly they

manage contents & knowledge.

(iii) Audio Visual aids / multimedia :- Trinity Institute always uses audio visual aids &

multimedia for enhancing the better understanding of the subject matter taught to students.

c) Percentage of faculty:

☞ invited as resource persons in Workshops / Seminars / Conferences organized by external

professional agencies – 20%

☞ participated in external Workshops / Seminars / Conferences recognized by national/

international professional bodies - 100% (Permanent faculty)

☞ presented papers in Workshops / Seminars / Conferences conducted or recognized by

professional agencies - 100% (Permanent faculty)

2.4.4 What policies/systems are in place to recharge teachers? (eg: providing research grants, study leave, support for research and academic publications teaching experience in other national institutions and specialized programmes industrial engagement etc.)

The Institution provides Study leave for research which must be finally granted by the university. At university level, facilities are available for research grant, publication support, lien and other 'duty' leaves for On-site experience, for visiting an institution as a

faculty, industrial training and engagement, educational tours, foreign study travels, for attending seminars/symposia etc. that can be availed of by the teachers of its constituent units.

2.4.5 Give the number of faculty who received awards / recognition at the state, national and international level for excellence in teaching during the last four years. Enunciate how the institutional culture and environment contributed to such performance/achievement of the faculty.
The faculty members who have done commendable jobs are awarded appreciation letters by the Head of the Trinity Institute, Management.

2.4.6 Has the institution introduced evaluation of teachers by the students and external Peers? If yes, how is the evaluation used for improving the quality of the teaching-learning process?

The outcome of evaluation is converted to a grade scale and the teachers having a high grade are acknowledged and teachers having a low grade are advised for corrective measures by the management.

2.5 Evaluation Process and Reforms

2.5.1 How does the institution ensure that the stakeholders of the institution especially students and faculty are aware of the evaluation processes?

Students and faculty members are informed of the schedules of the evaluation in advance by the Trinity Institute and/or university through communiqués and notifications on website, newspapers and notice boards, and the main process of evaluation is conducted by the faculties with the help of the Examination Control department of the Trinity Institute and university .

2.5.2 What are the major evaluation reforms of the university that the institution has adopted and what are the reforms initiated by the institution on its own?

- o All the evaluations are done by the university only still the faculty members evaluate the

  student in their classroom by their performances, by group discussion and by

  question/answer session.

o Extra-curricular activities like Sport, cultural , Quiz, brain storming competitions, project activities are planned by the Trinity Institute which inculcate the habit of discipline, leadership & workmanship among the youth.

2.5.3 How does the institution ensure effective implementation of the evaluation reforms of the university and those initiated by the institution on its own?

The Trinity Institute follows all the existing and reformatory instructions and rules of the university related to the evaluation of UG, PG and Vocational courses. Evaluation of the students enrolled in add-on courses is strictly carried out by the Trinity Institute on the pattern suggested/approved by the university.

2.5.4 Provide details on the formative and summative assessment approaches adopted to measure student achievement. Cite a few examples which have positively impacted the system.

o Formative approaches adopted by the Trinity Institute home assignments, project works, vivavoce etc.
o Summative approaches are term end examinations conducted by the university.
o According to their performances in the above said programmes the students are advised and counseled accordingly so that they can do better in future.

The annual and semester end evaluation of the students for their theoretical knowledge is typically summative.

2.5.5 Detail on the significant improvements made in ensuring rigor and transparency in the internal assessment during the last four years and weightages assigned for the overall development of students (weightage for behavioral aspects, independent learning, communication skills etc.

Internal assessment system in programs has been introduced by the university only two years back and it is improving year by year. But, it does not consist any component of weightage for behavioral aspects, independent learning, communication skills etc. However, these significant aspects are taken care of in Viva voce examination/evaluation of students in some way.

2.5.6 What are the graduate attributes specified by the Trinity Institute/ affiliating university? How does the Trinity Institute ensure the attainment of these by the students?

We may say with some pride that we try to inculcate several desirable attributes into our graduate and post graduate students during their study duration e.g. discipline, upright and independent thinking, self-confidence, community living, communicative skill, right behavior, skills and knowledge at the Trinity Institute level. That is why our students excel in life and placed in high job and research positions globally.

2.5.7 What are the mechanisms for redressal of grievances with reference to evaluation both at the Trinity Institute and University level?

The university has a mechanism to address grievances with reference to evaluation which allows students to revalue the paper at nominal charges after the results are declared. The Trinity Institute has a three-tier system.

• Faculty Level: At the Trinity Institute, the students can approach the faculty concerned for any discrepancy in evaluation, after scrutinizing their own evaluated answer scripts.

• Department Level: If not satisfied, they may also approach the HoD.

• Trinity Institute Level: If this is still not satisfactory, they may approach the Principal or drop a note stating their grievance in the suggestion box which is attended to by the Principal.

2.6. Student performance and Learning Outcomes

2.6.1 Does the Trinity Institute have clearly stated learning outcomes? If 'yes' give details on how the students and staff are made aware of these?

Yes

• Mission, Vision, Quality Policy and objectives of the Trinity Institute is printed in the handbook which is handed over to the students at the beginning of each academic year.

• Through Display boards

• During the orientation program of each academic year, the Principal in his address mentions about the expected learning outcome of the institution to students, parents and faculty members of the Trinity Institute

• And through the website of the Trinity Institute

2.6.2 Enumerate on how the institution monitors and communicates the progress and performance of students through the duration of the course/programme? Provide an analysis of the students results/achievements (Programme/course wise for last four years) and

explain the differences if any and patterns of achievement across the programmes/courses offered.

The students are in direct contact of their teachers. Progress or lag condition is made known to them individually, and in special cases, their parents are too communicated. Marks achieved by the students in their term and examinations are the main indicators of their performance. Group-discussions, debate and performance in the classroom are also indicators of individual performances.

Faculty member after going through the performance of the individual suggest corrective

Measures

2.6.3 How are the teaching, learning and assessment strategies of the institution structured to facilitate the achievement of the intended learning outcomes?

Teaching, learning and assessment strategies of the institution are executed in four different stages. They are planning and training, execution, evaluation and assessment by tutor.

- o *Planning and training:* Every faculty member prepares a teaching plan and the same is informed to the students at the beginning of the semester. This helps the students to prepare for the class in advance. Depending upon the need, the faculty members are given the necessary training by the faculty development committee.

- o *Execution:* 100% syllabus is completed by the end of each semester. The same is monitored by the HODs of the departments and they submit detailed report to the Principal on a monthly basis. Monthly performance report also helps in executing the academic plan.

- o *Evaluation:* A minimum of two internal examinations are conducted to assess academic learning. Faculty members have enough freedom to assess the students by conducting seminars, assignments, and quizzes for continuous evaluation.

- o *Assessment:* A complete and comprehensive assessment is done by the tutors in the given format in which all the factors are taken into account for evaluating the students

2.6.4 What are the measures/initiatives taken up by the institution to enhance the social and economic relevance (student placements,

entrepreneurship, innovation and research aptitude developed among students etc.) of the courses offered?

The Trinity Institute has a placement Cell for students. To develop entrepreneurship, we have invited talks from industry people and successful entrepreneurs regularly program-wise. Additionally, by several innovative approaches (e.g. workshops, special lectures by eminent personalities , seminars, project reports and innovative experiments etc.

2.6.5 How does the institution collect and analyze data on student performance and learning outcomes and use it for planning and overcoming barriers of learning?

The data on students' performance and input from the tutor are used for the complete and comprehensive evaluation of students. The Data analysis Committee analyzes the data collected from the various departments. The analyzed data including the programmes of each department is presented before the planning and evaluation committee at the end of every academic year for making corrective measures for the next academic year. progress on a regular basis.

2.6.6 How does the institution monitor and ensure the achievement of learning outcomes?

a. Through Result analysis
 b. Monitoring by tutors
c. Announcing it through the website
d. Encouraged and motivated by announcing it through public address systems
e. Implementing suggestions made by the Planning and Evaluation Committee
f. The department academic council monitors the progress continuously.

2.6.7 Does the institution and individual teachers use assessment/ evaluation outcomes as an indicator for evaluating student performance, achievement of learning objectives and planning? If 'yes' provide details on the process and cite a few examples.

Any other relevant information regarding Teaching-Learning and Evaluation which the Trinity Institute would like to include.

- o Yes, after going through the results poor performers are identified, they are counseled by the faculty member and told about the steps to improve their performances in the further examination.
- o Home assignments , Class room practices and Group-discussions are to enhance the skills of the learner.

Any other relevant information regarding Teaching-Learning and Evaluation

which the Trinity Institute would like to include.

- o The Trinity Institute always insists for the development of communication skills of the students

because most of the learners are from rural back-ground.

- o Since most of the student are not exposed to advanced educational environment faculty

members time to time brief them about various technologies adopted to enhance the

knowledge of the learner.

- o Study tours are arranged by the Trinity Institute for the benefit of the learner time and again.
- o Potential learners and better performer are always contacted by the faculty members to brief

them about programmes and courses beneficial for them.

- o The Trinity Institute is set up in a rural background.
- o Most of the students are first generation learners.
- o The communication skill, leadership guidelines are not remarkable with large number of

students

- o There is little peer-group initiative and influence in the students
- o The teachers take extra care to overcome these difficulties with the students.
- o Remedial class, class-room seminar, conducts of association activities are scheduled to

expose the students to better learning.

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

3.1.1 Does the institution have recognized research center/s of the affiliating University or any other agency/organization?

No, as on date Trinity Institute is not a recognized research Centre of the Parent University or any other research organization

3.1.2 Does the Institution have a research committee to monitor and address the issues of research? If so, what is its composition? Mention a few recommendations made by the committee for implementation and their impact.

Yes, there is Research committee that facilitates and monitors research being carried out in all the departments.

The Research committee consists of 05 members including :-

- Principal
- Director
- Faculty Members (03)

3.1.3 What are the measures taken by the institution to facilitate smooth progress and implementation of research schemes/ projects?

§   autonomy to the principal investigator

§   timely availability or release of resources

§   adequate infrastructure and human resources

- time-off, reduced teaching load, special leave etc. to teachers

§   support in terms of technology and information needs

§   facilitate timely auditing and submission of utilization certificate to the funding authorities

§   any other

Autonomy to the principal investigator

Complete freedom is provided to the principal investigator to carry on research and to present the same after it is completed.

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Timely availability or release of resources

The institution will provide funds within a month of receiving the proposals.

Adequate infrastructure and human resources

The institution has library space for working and provides help by discussions and presentations from the peer group.

Time-off, reduced teaching load, special leave etc. to Teacher

The institution gives sabbatical to the faculty members who wish to work on a research proposal. It also gives faculty members the freedom to move from full time to part time positions while doing their research projects. Academic leaves, travel expenses, registration fee reimbursement etc. are additional incentives provided to faculty for publishing / presenting papers in Conferences.

Support in terms of technology and information needs

The institute has provided every faculty member with a desk top. The institute also has a computer lab and data base Del net and Prowess in the computer lab which can be used for research purposes. The campus has a free wifi for the use of teachers and students.

Facilitate timely auditing and submission of utilization certificate to the funding authorities

NA

Any other

3.1.4 What are the efforts made by the institution in developing scientific temper and research culture and aptitude among students?

Students are engaged in internship projects every year. A faculty member is a mentor to 5 or 6 students. The mentor meets the corporate manager under whose guidance the student is doing the project. After submission of the project the best projects are selected and kept in the library for reference of other students. In order to motivate such students prizes are also given by the institute. Selected students also make their project presentations to the class giving details of their research work.

3.1. 5 Give details of the faculty involvement in active research (Guiding student research, leading Research Projects, engaged in individual/collaborative research activity, etc.

S. No	Date	Name of The Institute	National/ International	Topic	Faculty Attended

Senior faculty members guide faculty doing Ph.D. also Research projects undertaken by the students which are guided by the faculty.

3.1.6 Give details of workshops/ training programmes/ sensitization programmes conducted/organized by the institution with focus on capacity building in terms of research and imbibing research culture among the staff and students.

From time to time the institute arranges faculty development programmes to sensitize the faculty in conducting research.
(Details required from the Trinity Institute)

3.1.7 Provide details of prioritized research areas and the expertise available with the institution.

The priority research fields are application oriented those which will benefit the corporate sector. The organization has industrial linkages and conducts research in different management areas covering human relations, environment management, financial aspects, marketing trends and innovation in the IT sector. Currently 03 faculty are engaged in research in Banking, Retail and SME sectors.

3.1.8 Enumerate the efforts of the institution in attracting researchers of eminence to visit the campus and interact with teachers and students?

The organization invites people from the industries who sensitize students and teachers to new research areas required in corporate organizations. Speakers are invited from the social sector especially from NGO‟s that provide a research orientation in the social sector. Eminent scholars from other university are also invited to speak on their research findings. They interact with students and teachers

3.1.9 What percentage of the faculty has utilized Sabbatical Leave for research activities? How has the provision contributed to improve the quality of research and imbibe research culture on the campus?

The privilege of availing sabbatical leave for the faculty members for carrying out research activities has been recently introduced.

3.1.10 Provide details of the initiatives taken up by the institution in creating awareness/advocating/transfer of relative findings of research of the institution and elsewhere to students and community (lab to land)

The institute has a research journal which is widely distributed, through this journal the researchers are able to get innovative ideas from other researchers. Thus involving transfer of findings of one institution to another. The Principal of the Trinity Institute always play the vital role in inspiring faculty.

3.2 Resource Mobilization for Research

3.2.1 What percentage of the total budget is earmarked for research? Give details of major heads of expenditure, financial allocation and actual utilization.

Trinity Institute budgetary allocation of Rs. _____ during the financial year 2015-16 and Rs _____lakh for the Academic Session 2014-15.

3.2.2 Is there a provision in the institution to provide seed money to the faculty for research? If so, specify the amount disbursed and the percentage of the faculty that has availed the facility in the last four years?

Pl refer para 3.2.1 above

3.2.3 What are the financial provisions made available to support student research projects by students?

The students do not receive financial support but are given infrastructure and administrative as well as advisory support.

3.2.4 How does the various departments/units/staff of the institute interact in undertaking inter-disciplinary research? Cite examples of successful endeavors and challenges faced in organizing interdisciplinary research.

Trinity Institute has planned a workshop on interdisciplinary research in the month of _____

3.2.5 How does the institution ensure optimal use of various equipment and research facilities of the institution by its staff and students?

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The computer labs are being used extensively. The library is also being used by both students and teacher. A daily record is kept to observe the utilization of resources.

3.2.6 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facility? If 'yes' give details.

The institution does receive research grants from industry or any other agency.

3.2.7 Enumerate the support provided to the faculty in securing research funds from various funding agencies, industry and other organizations. Provide details of ongoing and completed projects and grants received during the last four years.

No grants have been received by any faculty from any agency during the last four years

3.3 Research Facilities

3.3.1 What are the research facilities available to the students and research scholars within the campus?

There is a computer lab for students and research scholars and wifi is available throughout the day. The library has the database prowess for use of the researchers

3.3.2 What are the institutional strategies for planning, upgrading and creating infrastructural facilities to meet the needs of researchers especially in the new and emerging areas of research?

The Trinity Institute solicits opinions and expectations from all the faculty members regarding collegial support in carrying out their research work.

3.3.3 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facilities?? If 'yes', what are the instruments/facilities created during the last four years.

Nil

3.3.4 What are the research facilities made available to the students and research scholars outside the campus / other research laboratories?

Student can attend various reputed libraries and laboratories with the recommendation of

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Principal and research supervisor

3.3.5 Provide details on the library/ information resource center or any other facilities available specifically for the researchers?

Information resources, Data entry operator, Electricity, Xerox, e.journals, Bibilography, separate space / room etc.are available

3.3.6 What are the collaborative research facilities developed/ created by the research institutes in the Trinity Institute. For ex. Laboratories, library, instruments, computers, new technology etc.

The institute has modern, well-equipped computer labs and library.

3.4 Research Publications and Awards

3.4.1 Highlight the major research achievements of the staff and students in terms of

* Patents obtained and filed (process and product)-**No**

* Original research contributing to product improvement-**No**

* Research studies or surveys benefiting the community or improving the services-**Yes**

* Research inputs contributing to new initiatives and social development-**Yes**

3.4.2 Does the Institute publish or partner in publication of research journal(s)? If 'yes', indicate the composition of the editorial board, publication policies and whether such publication is listed in any international database?

Yes, details Are as under:

List of Publications by Faculty

S.No	Name	National/ International	Title

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3.4.3 Give details of publications by the faculty and students:

* Publication per faculty

* Number of papers published by faculty and students in peer reviewed journals (national / international)

* Number of publications listed in International Database (for Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

* Monographs

* Chapter in Books

* Books Edited

* Books with ISBN/ISSN numbers with details of publishers

* Citation Index

* SNIP

* SJR

* Impact factor

* h-index

Pl refer to para 3.4.2 above . Details are also given in the respective department evaluation reports.

3.4.4   Provide details (if any) of

* research awards received by the faculty

* recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally

* incentives given to faculty for receiving state, national and international recognitions for research contributions.

3.5 Consultancy

3.5.1 Give details of the systems and strategies for establishing institute-

industry interface?

The institution has a strong industry – interface and excels in forging strong relationship with industry though it's various initiatives. Some of these are:

- To facilitate various student as well as institution oriented activities like Training, Mentoring, Workshops, Seminars and Conferences.
- Mentoring programme and Summer Internship are strongly linked to industry
- Live Research Projects
- Guest Lectures, Seminars and Conferences at both National and International levels.

3.5.2 What is the stated policy of the institution to promote consultancy? How is the available expertise advocated and publicized?

The institution has a stated policy in terms of consultancy services provided. It encourages and provides active support to faculty in this area

3.5.3 How does the institution encourage the staff to utilize their expertise and available facilities for consultancy services?

The staff and resource persons are provided incentives, infrastructural support, Academic Leaves, Compensatory benefits and recognition at various forums

3.5.4 List the broad areas and major consultancy services provided by the institution and the revenue generated during the last four years.

The various areas in which consulting services are provided are as below:

- Entrepreneurship
- Financial Management
- Marketing (CRM & Retail)
- Team Building and Leadership
- Interpersonal Communication
- Time and Stress Management
- People Management Creativity
- Innovation Emotional Intelligence

3.5.5 What is the policy of the institution in sharing the income generated through consultancy (staff involved: Institution) and its use for institutional development?

NA

3.6 Extension Activities and Institutional Social Responsibility (ISR)

3.6.1 How does the institution promote institution-neighborhood-community network and student engagement, contributing to good citizenship, service orientation and holistic development of students?

Business schools today are arguably some of the most influential institutions in contemporary society. The research and education they provide set the standard for how future leaders manage local and global organizations – a responsibility requiring continual discussion, development and change

The Trinity Institute organizes various social, cultural and community reach-out programmes in the

locality and thereby intensifies the social affinity and national programmes such as :

- Swachh Bharat Abhiyan
- Voter Awareness Programme
- Consumer Awareness Programme
- Immunization Programme
- Disaster Management and Mitigation
- Health Awareness and Yoga

3.6.2 What is the Institutional mechanism to track students' involvement in various social movements / activities which promote citizenship roles?

The CSR Committee headed by Director and comprising faculty as well as Students are stakeholders in our CSR activities and initiatives. The Committee tracks all activities and the progress is reflected in our brochure, monthly newsletters and on our websites.

3.6.3 How does the institution solicit stakeholder perception on the overall performance and quality of the institution?

The institute has an effective student faculty-feedback system which ensures that systematic and frequent feedback is obtained from students. It is important to the faculty that as many of our students as possible give us feedback to see in which areas we are doing well and in which we need to improve. Each student is asked to fill a form which relates to faculty's teaching ability, communication skills, presentation skills, interactive

approach etc., The evaluation is on a scale of 1 to 5 i.e., from "Below Average" to "Excellent". The form also provides an opportunity to each student to grade and give suggestions on the proper operation and maintenance of Computer Labs, Canteen, Library and Classrooms. Students fill these forms both at the beginning and at the end of the trimester so that not only faculty performance but state of various facilities can be tracked and improvements undertaken.

3.6.4 How does the institution plan and organize its extension and outreach programmes? Providing the budgetary details for last four years, list the major extension and outreach programmes and their impact on the overall development of students.

Trinity Institute has a mechanism of Talent Hunt through conduct of various competition at the induction level of the course. Talent is optimally utilized by Principal and faculties through a chain of committees.

3.6.5 How does the institution promote the participation of students and faculty in extension activities including participation in NSS, NCC, YRC and other National/ International agencies?

The Institute has CSR Committee that organize several activities which help in motivating participation of students & faculty in extension activities.

3.6.6 Give details on social surveys, research or extension work (if any) undertaken by the Trinity Institute to ensure social justice and empower students from under-privileged and vulnerable sections of society

CSR committee and student members visit the local slums to assess needs of local youth. Based on surveys classes are organized for boys and girls in the Campus in computer classes, tailoring courses, communication (English Language) lessons etc.

3.6.7 Reflecting on objectives and expected outcomes of the extension activities organized by the institution, comment on how they complement students' academic learning experience and specify the values and skills inculcated.

Regular discussions , lectures held to create awareness on social welfare and conduct primary and basic health awareness programme in the nearby village.

3.6.8 How does the institution ensure the involvement of the

community in its reach out activities and contribute to the community development? Detail on the initiatives of the institution that encourage community participation in its activities?

CSR committee of the Institute prepare the Action Plan at the beginning of the Semester and outline various activities to be undertaken during the semester. The plan ensures that all sections of society are covered in the various developmental activities

3.6.9 Give details on the constructive relationships forged (if any) with other institutions of the locality for working on various outreach and extension activities.

The institute works in hand with local NGOs to conduct various CSR activities.

3.6.10 Give details of awards received by the institution for extension activities and/contributions to the social/community development during the last four years.

3.7 Collaboration

3.7.1 How does the institution collaborate and interact with research laboratories, institutes and industry for research activities. Cite examples and benefits accrued of the initiatives - collaborative research, staff exchange, sharing facilities and equipment, research scholarships etc.

Details are given in the respective department reports.

3.7.2 Provide details on the MoUs/collaborative arrangements (if any) with institutions of national importance/other universities/ industries/Corporate (Corporate entities) etc. and how they have contributed to the development of the institution.

3.7.3 Give details (if any) on the industry-institution-community interactions that have contributed to the establishment / creation/up-gradation of academic facilities, student and staff support, infrastructure facilities of the institution viz. laboratories / library/ new technology /placement services etc

Interaction between management institutes and industry leads to revision and updation of curriculum, library upgradation, organization of workshops, seminars and conferences on issues affecting the business world or on latest technological development or latest innovation

practices.

3.7.4 Highlighting the names of eminent scientists/participants who contributed to the events, provide details of national and international conferences organized by the Trinity Institute during the last four years

3.7.5How many of the linkages/collaborations have actually resulted in formal MoUs and agreements ? List out the activities and beneficiaries and cite examples (if any) of the established linkages that enhanced and/or facilitated -

a) Curriculum development/enrichment

b) Internship/ On-the-job training

c) Summer placement

d) Faculty exchange and professional

development e) Research

f)

Consulta

ny g)

Extensio

n

h) Publication

i) Student Placement

j) Twinning programmes

k) Introduction of new

courses

l) Student exchange

m) Any other

Details are given in the respective department reports.

3.7.6 Detail on the systemic efforts of the institution in planning, establishing and implementing the initiatives of the linkages/ collaborations. Any other relevant information regarding Research, Consultancy and Extension which the Trinity Institute would like to include.

Details are given in the respective department reports

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

4.1.1 What is the policy of the Institution for creation and enhancement of infrastructure that facilitate effective teaching and learning ?

The institute has excellent infrastructure and state of the art facilities which facilitate effective teaching and learning. These include spacious, air-conditioned classrooms fitted with LCDs, Modern Computer labs and library, plush auditorium and Conference Room, GD/PI Room etc

4.1.2 Detail the facilities available for

a) Curricular and co-curricular activities – classrooms, technology enabled learning spaces, seminar halls, tutorial spaces, laboratories, botanical garden, Animal house, specialized facilities and equipment for teaching, learning and research etc.

b) Extra –curricular activities – sports, outdoor and indoor games, gymnasium, auditorium, NSS, NCC, cultural activities, Public speaking, communication skillsdevelopment, yoga, health and hygiene etc.

- We encourage our students to participate in co-curricular and extra-curricular activities. Active participation of the students in various events like Quiz, Extempore, Presentation Competition, Ad-Mad, Business Plan, etc
- A large playground for outdoor games , indoor games like chess , carom etc.

4.1.3 How does the institution plan and ensure that the available infrastructure is in line with its academic growth and is optimally utilized? Give specific examples of the facilities developed/augmented and the amount spent during the last four years (Enclose the Master Plan of the Institution / campus and indicate the existing physical infrastructure and the future planned expansions if any).

The Trinity Institute has a grand building providing infrastructure for following faculties. It has 15 class-rooms for the following courses

 Commerce   ---

Edu.Deptt.   ---

Management   ---

At the ground floor there is a big hall kept for seminar and meetings and cultural activities.

Regular class rooms are available with adequate infrastructure. There is a well-furnished & modern Computer lab. at first floor, and library building.

4.1.4 How does the institution ensure that the infrastructure facilities meet the requirements of students with physical disabilities?

Lift, entrance ramp and special toilets are provided for use of differently allotted students.

4.1.5 Give details on the residential facility and various provisions available within them:

- Hostel Facility – Accommodation available
- Recreational facilities, gymnasium, yoga center, etc.
- Computer facility including access to internet in hostel
- Facilities for medical emergencies
- Library facility in the hostels
- Internet and Wi-Fi facility
- Recreational facility-common room with audio-visual equipments
- Available residential facility for the staff and occupancy
  Constant supply of safe drinking water
- Security

4.1.6 What are the provisions made available to students and staff in terms of health care on the campus and off the campus?

- Medical Room is equipped with a basic medical kit and medicines like Band Aids, Pain relieving gel, Pain killers etc for use of Students, teachers and staff
- Various notices are updated online and offline to bring awareness among students about various health related issues. For example, they were made aware about various Precautions of Swine Flu, through notice and online postings.

4.1.7 Give details of the Common Facilities available on the campus–spaces for special units like IQAC, Grievance Redressal unit, Women's Cell,

Counselling and Career Guidance, Placement Unit, Health Centre, Canteen, recreational spaces for staff and students, safe drinking water facility, auditorium, etc.

- Committees are there comprising of faculty and staff members for Grievance Redressal Unit, Women's cell

- counselors are appointed to look after the responsibility of Counseling and career guidance to students.

- Cafeteria is provided for Food Facility. Boys and Girls common Room is provided in basement.

- Medical Room is maintained along with a basic medical kit and medicines like Band Aids, Pain relieving gel, Pain killers etc kept at Reception for use of Students, teachers and staff

4.2 Library as a Learning Resource

4.2.1 Does the library have an Advisory Committee? Specify the composition of such a committee. What significant initiatives have been implemented by the committee to render the library, student/user friendly?

A Library Committee comprising of a Head and staff members work together to make library user friendly. Significant initiatives like addition of latest books and journals.

4.2.2 Provide details of the following:

* Total area of the library (in Sq Mts.)

* Total seating capacity

* Working hours (on working days, on holidays, before examination days, during examination days, during vacation)

* Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)

4.2.3 How does the library ensure purchase and use of current titles, print and e-journals and other reading materials? Specify the amount spent on procuring new books, journals and e-resources during the last four years.

Library	Year -1	Year - 2	Year - 3	Year - 4

holdings	Number	Total Cost	Number	Total Cost	Number	Total Cost	Number	Total Cost
Text books								
Reference Books								
Journals/ Periodicals								
e-resources								
Any other (specify)								

4.2.4 Provide details on the ICT and other tools deployed to provide maximum access to the library collection?

∗ OPAC

∗ Electronic Resource Management package for e-journals

∗ Federated searching tools to search articles in multiple databases

∗ Library Website

∗ In-house/remote access to e-publications

∗ Library automation

∗ Total number of computers for public access

∗ Total numbers of printers for public access

∗ Internet band width/ speed   2mbps   10 mbps   1 gb (GB)

∗ Institutional Repository

∗ Content management system for e-learning

∗ Participation in Resource sharing networks/consortia (like Inflibnet)

4.2.5 Provide details on the following items:

∗ **Average number of walk-ins**

∗ **Average number of books issued/returned**

∗ **Ratio of library books to students enrolled**

∗ **Average number of books added during last three years**

∗ **Average number of login to opac (OPAC)**

∗ **Average number of login to e-resources**

* **Average number of e-resources downloaded/printed**

* **Number of information literacy trainings organized**

* **Details of "weeding out" of books and other materials**

4.2.6 Give details of the specialized services provided by the library

* **Manuscripts**

* **Reference**

* **Reprography**

* **ILL (Inter Library Loan Service)**

* **Information deployment and notification (Information**

      Deployment and Notification)

* **Download**

* **Printing**

* **Reading list/ Bibliography compilation**

* **In-house/remote access to e-resources**

* **User Orientation and awareness**

* **Assistance in searching Databases**

* **INFLIBNET/IUC facilities**

4.2.7 Enumerate on the support provided by the Library staff to the students and teachers of the Trinity Institute.

- Issue and Returns of books is done.
- Book bank is provided to students every semester.
- Location of books and magazines can be easily known from the Library staff / Charts available.
- Library staff maintains course manuals for every subject prepared by faculty members.
- Library staff also provide support to search e – reading material in library

4.2.8 What are the special facilities offered by the library to the visually/physically challenged persons? Give details.

Visually/ Physically challenged persons can be provided assistance by library staff, if required

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4.2.9 Does the library get the feedback from its users? If yes, how is it analyzed and used for improving the library services. (What strategies are deployed by the Library to collect feedback from users? How is the feedback analyzed and used for further improvement of the library services?)

Library procures the feedback from its users in a formal register maintained for various complaints and suggestions, which are further discussed in Library committee meetings and actions are taken upon accordingly. Students also provide suggestions on improvement of library in the monthly feedback form they submit.

4.3 IT Infrastructure

4.3.1.Give details on the computing facility available (hardware and software) at the institution.

-Number of computers with Configuration (provide actual number with exact configuration of each available system)-

-Computer-student ratio-

-Standalone facility-Yes
-LAN facility-Yes
-Wifi facility-Yes
-Licensed software-YES
-Number of nodes/ computers with Internet facility- Yes (7.2 Mbps)
-Any other

4.3.2 Detail on the computer and internet facility made available to the faculty and students on the campus and off-campus?

Institute has 6 mbps leased line internet facility available to students faculty and staff.

Campus is wi-fi enabled. Internet is available also to facilitate teaching in class rooms

4.3.3 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

Institute is working on implementing more user-friendly software. Software has been installed and is being used to coordinate academic, examination and admission activities.

4.3.4 Provide details on the provision made in the annual budget for procurement, upgradation, deployment and maintenance of the computers and their accessories in the institution (Yearwise for last four years)

☞ Technicians are summoned to repair equipment's if needed.

F Computer labs are maintained in good condition with the assistance of technicians if

needed.

F The Trinity Institute allocates a special fund for the maintenance of instruments.

F All these activities are carried out under the efficient members.

4.3.5 How does the institution facilitate extensive use of ICT resources including development and use of computer-aided teaching/ learning materials by its staff and students?

The Institute has dedicated Internet bandwidth of 6 Mbps (1:1) Fibre Leased line available round the clock. The LAN connects labs & Classroom for easy access of printers and other resources. The entire campus is WiFi enabled which allows students to sit and interact on-line anywhere in the campus.

4.3.6 Elaborate giving suitable examples on how the learning activities and technologies deployed (access to on-line teaching- learning resources, independent learning, ICT enabled classrooms/learning spaces etc.) by the institution place the student at the center of teaching-learning process and render the role of a facilitator for the teacher

There are _____ smart class rooms to provide modern education to students.

4.3.7 Does the Institution avail of the National Knowledge Network connectivity directly or through the affiliating university? If so, what are the services availed of?

The above is not applicable to our institute

4.4   Maintenance of Campus Facilities

4.4.1 How does the institution ensure optimal allocation and utilization of the available financial resources for maintenance and upkeep of the following facilities (substantiate your statements by providing details of budget allocated during last four years)?

Rs. In Lakhs

		2012-13	2013-14	2014-15	2015-16
a.	Building				
b.	Furniture				
c.	Equipment				

d.	Computers				
e.	Vehicles				
f.	Any other				

4.4.2 What are the institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the Trinity Institute?

The Administration Department is responsible for all maintenance and upkeep of infrastructure, facilities and equipment in the Trinity Institute. The maintain proper inventory of all equipment and fittings. They also keep a check list, as a part of the maintenance plan, for various inspections/maintenance routines to be conducted on equipment/systems such as Water, Electricity Firefighting, sanitary systems and equipment etc

4.4.3 How and with what frequency does the institute take up calibration and other precision measures for the equipment/ instruments?

Under warrantee Condition.

4.4.4 What are the major steps taken for location, upkeep and maintenance of sensitive equipment (voltage fluctuations, constant supply of water etc.)?Any other relevant information regarding Infrastructure and Learning Resources which the Trinity Institute would like to include.

Electricity and water supply is done by electricity company Municipal Corporation.

5.1 Student Mentoring and Support

5.1.1 Does the institution publish its updated prospectus/handbook annually? If 'yes', what is the information provided to students through these documents and how does the institution ensure its commitment and accountability?

The institution publishes its updated Student Manual Annually Additionally information contained in Institute's by Laws is also communicated to the students on as required basis.

The various information disseminated to the students is as follows:

- Vision/Mission

- Our expectations from students

- Courses available at Trinity Institute Academic and other achievements

- Record of students

- Accreditation and awards

- Guidelines for admission

- Rules of discipline for students

- Attendance and grant of credits

- Library

- Scholarships and Merit criteria Scheme of Examination

- Procedure for investigation in case of sexual harassment/malpractices (Ragging)

- Trinity Institute societies

- Other activities and schemes

5.1.2 Specify the type, number and amount of institutional scholarships / freeships given to the students during the last four years and whether the financial aid was available and disbursed on time?

The amount of scholarship to SC/ST students is transferred in the account of students by state government directly.

5.1.3 What percentage of students receive financial assistance from state government, central government and other national agencies?

Approx 0.5% of students who were eligible received financial assistance from state government, central government and other national agencies in the academic year _____

5.1.4 What are the specific support services/facilities available for

- ✓ Students from SC/ST, OBC and economically   weaker sections
- ✓ Students with physical disabilities
- ✓ Overseas students
- ✓ Students to participate in various competitions/National and International

- ✓ Medical assistance to students: health centre, health insurance etc.

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✓ Organizing coaching classes for competitive exams

✓ Skill development (spoken English, computer literacy, etc.,)

✓ Support for "slow learners"

✓ Exposures of students to other institution of higher learning/ corporate/business house etc.

✓ Publication of student magazines

Financial aid is made available for the students from SC/ST/OBC and economically weaker sections. Help is also rendered through Book Bank Scheme for these Students. The Special cell also caters to the needs of these students. Apart from this, the Trinity Institute also gives concession in fees and facility to pay in installment to the needy students.

Students with physical disabilities

Students who are physically disabled are provided with the facilities of lifts, ramps and special toilets. These are made available as per University guidelines. Apart from this, the Trinity Institute also gives concession in fees and facility to pay in installment to the needy students. Along with this the classrooms of these students are arranged at convenient locations. The Physically disabled students are also given preferential treatment in the library.

Overseas students

For overseas students we provide special attention and help them in language related problems provide extra classes as per their requirement and also provide them required documentation to facilitate their visas from time to time.

Students to participate in various competitions / National and International

Transport facility is given to the students to participate in various cultural and sports events at intercollegiate, university and State level. Arrangements are also made for refreshment during practice sessions.

Medical assistance to students: health centre, health insurance, etc.

- First Aid Kit is available in the Trinity Institute Office.
- Health Care Committee is formed to give counseling related to basic health problems of the students.

- Doctor on call facility is available in times of emergency.
- Tie-up with Urgent Care (Nearby Hospital) in case of Emergency

Organizing coaching classes for competitive exams

The institution maintains record of students appearing and qualifying in competitive examinations. Faculties are nominated to coach, mentor and council students who are preparing for different competitive exams & courses which may improve their knowledge, skills and placement opportunities.

Skill development (spoken English, computer literacy, etc.)

- The PDP faculty organizes class presentations, essay and debate competition and book review sessions to enhance the spoken English skills of students.
- There is also a provision for students to acquire basic and advanced skills in computers. As a part of the curriculum training in MS Word, Excel, PowerPoint, Prowess, SPSS, HTML etc to make students proficient in these.

Support for slow learners

Slow learners are provided with Personal counseling and Remedial coaching by organizing extra classes, tests and assignments for them.

Exposures of students to other institution of higher learning /corporate/business house, etc.

- Experts from industry and corporate houses are invited as guest speakers to interact with students.
- Students are assigned to attend workshop, special lectures etc.
- Students visit various business/ corporate houses to carry out projects and special assignments.

Publication of student magazines

Student magazine "_____" is regularly published by the Trinity Institute with the participation of the students.

5.1.5 Describe the efforts made by the institution to facilitate entrepreneurial skills, among the students and the impact of the efforts.

Institute has always encouraged and supported Entrepreneurship and has worked

towards providing a conducive environment for its student to explore Opportunities and pursue Entrepreneurship. The Entrepreneurship Cell has been established on the campus with the objective of encouraging students to develop necessary skills and knowledge to become successful Entrepreneurs and also to create Entrepreneurial Leaders of tomorrow. The cell is driven by the faculty and students and is dedicated to the cause of promoting entrepreneurship among students, in particular, and the community at large. The cell is committed to encourage students into driving and thinking entrepreneurially and to explore entrepreneurship as a career option and way of life. The mission of the cell is to help create an Eco- System in the campus which is focused on opportunity creation and value enhancement by providing and facilitating the necessary knowledge, skills and networks crucial to Entrepreneurial success.

5.1.6 Enumerate the policies and strategies of the institution which promote participation of students in extracurricular and co- curricular activities such as sports, games, Quiz competitions, debate and discussions, cultural activities etc.

* additional academic support, flexibility in examinations

* special dietary requirements, sports uniform and materials

* any other

8. Students participate in various sports at intercollegiate, University, State, Zonal and National level competitions.
9. State Yoga Championship is organized by the Trinity Institute.
10. Trinity Institute organizes various activities from time to time like Quiz competitions, Management games, Case study Competitions etc.
11. Cultural Committee organizes functions like Lohri, Teacher's Day, Republic Day, Independence Day, Children's Day followed by like Debate, Dance, Singing, Kavi Samelan etc. Students are encouraged to actively participate in all these events.
12. Identification of the talents in the students
13. Team building skills are developed through exercises and management games
14. The outstanding performers are felicitated with certificate of merit and cash prizes at the annual day function.

5.1.7 Enumerating on the support and guidance provided to the students in preparing for the competitive exams, give details on the

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number of students appeared and qualified in various competitive exams such as UGC-CSIR- NET, UGC-NET, SLET, ATE/CAT/GRE/TOFEL/ GMAT/ Central/State services, Defense, Civil Services, etc.

Our Library is well equipped with various books which help the students to prepare for the competitive examinations. All the teachers provide guidance to students as and when required for preparing for these competitive examinations

5.1.8 What type of counselling services are made available to the students (academic, personal, career, psycho-social etc.)

Academic counseling:
- One to one counseling
- Parent teacher meetings
- At class level, guidance of academic nature is provided.
- Expert lectures are arranged subject-wise after the completion of syllabus.

5.1.9 Does the institution have a structured mechanism for career guidance and placement of its students? If 'yes', detail on the services provided to help students identify job opportunities and prepare themselves for interview and the percentage of students selected during campus interviews by different employers (list the employers and the programmes).

Yes the institution has a placement cell which helps the students to identify job opportunities and develop entrepreneurship skills. The Alumni Association contributes significantly to the development plans of the institution. The services provided are:-

- Resume making
- Mock Interviews
- Grooming for Aptitude tests and Personal Interview sessions
- Providing opportunity to sit for number of campus placements and select the company which suits them the best
- More than 90% students get campus placements

5.1.10 Does the institution have a student grievance redressal cell? If yes, list (if any) the grievances reported and redressed during the last four years.

Cell function is to rectify the grievances faced by the students, it has been established to find the solutions for the problem faced by the students during their course of study, but they are not registered.

5.1.11 What are the institutional provisions for resolving issues pertaining to sexual harassment?

Women Development Cell is established as per the directives of UGC. It is reconstituted every year. It functions as the guardian against sexual harassment of female staff and students.

5.1.12 Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?

Yes anti ragging committee is functioning in the Trinity Institute under the in charge of _____ and solve the problems of students according to directions of GOVT and court .

5.1.13 Enumerate the welfare schemes made available to students by the institution.

The welfare schemes made available to the students by the institution are :

- Subsidized canteen facility is provided
- Students are given free access to computer and internet facility through the day
- Bus pass concessions are given to the students as per State Government norms.
- Concession on railway tickets are also available
- Facility to pay fees in installments is given by management to the needy students.

5.1.14 Does the institution have a registered Alumni Association? If 'yes', what are its activities and major contributions for institutional, academic an infrastructure development?

No, the Alumni Association is not registered but there is an Alumni Association which conduct a meeting every year.

5.2 Student Progression

5.2.1 Providing the percentage of students progressing to higher education or employment (for the last four batches) highlight the trends observed.

Student progression	%
UG to PG	
PG to M.Phil.	
PG to Ph.D.	
Employed - Campus selection - Other than campus recruitment	

5.2.2 Provide details of the programme wise pass percentage and completion rate for the last four years (cohort wise/batch wise as stipulated by the university)? Furnish programme-wise details in comparison with that of the previous performance of the same institution and that of the Trinity Institutes of the affiliating university within the city/district.

(Inputs from the institute required)

5.2.3 How does the institution facilitate student progression to higher level of education and/or towards employment?

The institution facilitates student progression to higher level of education and/or towards employment. The institution has a successful track record of students appearing and qualifying in competitive examinations. It grooms them by enhancing their self-confidence and transforming them into smart, competent professionals who are industry ready.

5.2.4 Enumerate the special support provided to students who are at risk of failure and drop out?

The following efforts are made to minimize dropout rate/failures and enable these students to successfully complete the course.:-

- **Additional coaching** – Personal guidance, remedial coaching, guidance lectures and question bank is provided to the students

- **Evaluation schemes** – Mid Term/Class Tests are used as a means of evaluation of students and to test their knowledge. It also serves as a preparatory before the final examination

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- **Counseling** – Personal counseling, motivation, career counseling, Parent Teacher meeting, remedial coaching is given for different subjects. To deal with the social, emotional and behavioral problems of the students the Counseling Cell and Grievance Redressal Cell are formed.

- **Attendance** - Regular attendance is taken for all the subjects separately. Defaulters list is displayed on notice-board for all subjects every month and parents are called and counseled in case of serious defaulters.

5.3 Student Participation and Activities

5.3.1 List the range of sports, games, cultural and other extracurricular activities available to students. Provide details of participation and program calendar.

5. Table tennis
6. Carom
7. Chess
8. Badminton

- **Outdoor sports**
5. Kho- kho
6. Cricket
7. Volleyball
8. Tug of war etc.

- Cultural Activities
7. Singing
8. Dancing
9. Rangoli
10. Poster Making Debate
11. Poetry
12. Quiz

5.3.2 Furnish the details of major student achievements in co- curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. for the previous four years.

To be filled by the institute

5.3.3 How does the Trinity Institute seek and use data and feedback from its graduates and employers, to improve the performance and quality of the institutional provisions?

Informal feedback is obtained from the employers through the Alumni Associations and

this is utilized to review curriculum, strengthen training in Communication skills, improve General Awareness, re-structure and refine CVs and improve confidence level of existing students

5.3.4 How does the Trinity Institute involve and encourage students to publish materials like catalogues, wall magazines, Trinity Institute magazine, and other material? List the publications/ materials brought out by the students during the previous four academic sessions.

The Trinity Institute encourages the students to participate and publish research papers in both the

National and International Journals and also students are encouraged to contribute materials for Trinity Institute magazine

5.3.5 Does the Trinity Institute have a Student Council or any similar body? Give details on its selection, constitution, activities and funding.

The Trinity Institute has students reps on its various committees such as Curriculum, Extra-Curricular, sports, Discipline, CSR, Cultural etc. The students provide suggestions in planning of various events and actively participate in organizing activities such as Seminars, Workshops, conferences, Guest Lectures, E-Week, Placement, CSR Activities etc.

5.3.6 Give details of various academic and administrative bodies that have student representatives on them.

The institution has formed various academic Committees/Associations which work closely with the student representatives. The student representatives perform various tasks such as making announcement in the class to encourage the students for participation in various events, collecting names of the students from the class, programme planning, stage arrangement, compering, organizing the events etc

5.3.7 How does the institution network and collaborate with the Alumni and former faculty of the Institution. Any other relevant information regarding Student Support and Progression which the Trinity Institute would like to include.

The institute makes special efforts to engage with its Alumni. Each year four events are organized which are attended by a large number of Alumni. These events are Alumni Annual Dinner, Alumni Movie, Alumni Picnic and Alumni Sports day. In addition to the above Alumni are invited to participate as Guest speakers and panel Judges at our various activities which include Orientation day for New Batch of students, Cultural Festivals,

Workshops, Governing Body Meeting, Entrepreneurship events etc.

CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

12.1 Institutional Vision and Leadership

6.1.1 State the vision and mission of the Institution and enumerate on how the mission statement defines the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future, etc.?

As an Institute of excellence in the fields of management and information technology, Trinity Trinity Institute has always striven to rework the curriculum in consonance with the changing needs of the corporate world. Regular interaction with leaders in business and academia has helped the Institute in keeping abreast of the latest trends and best practices being followed in Industry . The standards it has set for the quality of its courses and programmes and the delivery system adopted, have enabled the Institute to attract students from across the country.

Our institute's vision and mission are outlined below:

Vision

We visualize that Trinity will evolve in the future as an Institute of high academic learning, known for its total commitment to excellence in management education and research with a holistic concern for quality of life, environment and society.

Mission

To serve society and improve the quality of life by offering world class education in management, providing training and development services, fostering research and consultancy to industry and disseminating information through publication of books, journals and magazines.

6.1.2 What is the role of top management, Principal and Faculty in design and implementation of its quality policy and plans?

Our Management is highly committed and dedicated to the service of catering to the contemporary requirements of higher education. The Management gives sufficient freedom to the Director to function in order to fulfil the vision and mission of the Trinity Institute. The Management provides required infrastructure for proper functioning of the institute.

6.1.3 What is the involvement of the leadership in ensuring :

- the policy statements and action plans for fulfillment of the stated mission
- formulation of action plans for all operations and incorporation of the same into the institutional strategic plan
- Interaction with stakeholders
- Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders
- Reinforcing the culture of excellence
- Champion organizational change

The policy statements and action plans for fulfillment of the stated mission flow from the strategic objectives. The Director follows a democratic and participative style of leadership, soliciting the total participation and active involvement of both teaching and non-teaching staff. He guides, initiates, persuades and convinces the staff to actively involve themselves in realizing the goals and objectives of the Trinity Institute. The Director also follows an open door communication system and often allows the staff to come up with their constructive suggestions and grievances, if any, and goes out of his way to address them. The policy statements and action plans are formulated after careful consultation with all stakeholders. The action plans for operations are prepared under the supervision and guidance of the Heads of the Departments. The Director students, being the main stakeholders are always the centre if focus and many curricular and cocurricular activities are organised for their benefit. He maintains continuous communication with all stakeholders and makes special efforts to understand the needs. Also regular feedback from students, parents and local community members and authorities is sought to frame plans. The policies are framed according to the experiences of the past years. The Trinity Institute fully supports any new plans for the benefits of its stakeholders and strives to reinforcing the culture of excellence in all its deliverables. It is open to introducing change whether in terms of its policies and practices or the way it interests with external bodies such as industry partners, members of academic and the local community.

6.1.4 What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time?

For framing of policies, plans, and execution of projects, various Committees are constituted by the Director at the beginning of each academic year. These committees are

responsible for the particular projects assigned to them and are accountable to the Director about their progress. Periodic meetings are organized by the Director along with the Committees in order to review the progress and problems faced, if any, in the implementation of the plans /projects.

6.1.5 Give details of the academic leadership provided to the faculty by the top management?

The top management encourages the teachers of the Trinity Institute to arrange seminars, extension lectures and allied academic activities.

6.1.6 How does the Trinity Institute groom leadership at various levels?

To groom leadership among teachers, various committees are formed and the teachers are made in-charge of these committees. The teachers are encouraged to work for the betterment of the institute. The staff representatives are given due recognition in the meetings of the management. The student class representatives are nominated and the teachers in-charge of the committees involve them in the Trinity Institute activities to develop leadership qualities among the students. Leadership qualities in students are also developed through the activities, like quiz competitions, class seminars, cultural and academic activities.

6.1.7 How does the Trinity Institute delegate authority and provide operational autonomy to the departments / units of the institution and work towards decentralized governance system?

The departments work under the leadership of the Head. The Heads of the Department have the freedom to frame the policies of their individual departments and to implement them. The operational autonomy is there. For the finances they approach the Director with their plans and the Director after deliberation provides the necessary sanction.

6.1.8 Does the Trinity Institute promote a culture of participative management? If 'yes', indicate the levels of participative management.

The Directors hold regular meeting with HODs and all faculty members. The agenda for the meeting is mailed to faculty well in advance. During the meetings issues are discussed in an open and free manner. Decisions on important issues are taken after seeking views of faculty members. This ensures their full commitment during the execution stage.

6.2 Strategy Development and Deployment

6.2.1 Does the Institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?

Yes, the institute has formally stated quality policy that emphasizes value based education. The policy is developed and deployed by implementing the Academic Calendar issued by the University. The teachers work as per the schedules stated in academic calendar. It is ensured that regular class work and other activities are being run according the set plans. Staff meetings are held to review and evaluate the policies, formed and deployed.

6.2.2 Does the Institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.

Yes, the institute does have a perspective plan for development. Many aspects, like academics, infrastructure, equipment etc have been included in this plan. A road map for achieving above objective would include the following action plans:-

- Motivate Faculty and students to take up sponsored research projects and consultancy assignments.
- Seek tie-ups with industry with a view to enhance their participation in our key activities of Summer Training, Mentoring, Final Placements, Seminars/Workshops/Conferences.

6.2.3 Describe the internal organizational structure and decision making processes.

As regards the command and control aspect the institute functions under the overall strategic direction of the Chairman. In line with our vision and mission the Chairman and members of the Governing Body formulate the strategic objectives. These are implemented under the direct supervision and control of the Director. The Dean is the operational head and ensures that all activities pertaining to achievement of objectives are properly executed on a daily basis. Assisting the Director in performing important organisational duties are the Controller of Examinations and the Administration Head.

6.2.4 Give a broad description of the quality improvement strategies of the institution for each of the following

- Teaching & Learning

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- Research & Development

- Community engagement

- Human resource management

- Industry interaction

Teaching & Learning

- To bring down the dropout rate of students by improving their pass percentage.
- To regularize the attendance of students in the classrooms.
- To organize training sessions for teaching staff to enable them to use technological teaching devices in the classrooms.
- To devise a uniform format for Curriculum planning and implementation in the departments.

Research & Development

- To organize seminars in as many subjects as possible so that involvement of teachers is ensured.

Community engagement

- The Trinity Institute organizes Camps through students for various social activities.

Human resource management

- The Trinity Institute administration plans optimum utilization of available human resources by effectively deploying the administrative and services staff.

Industry interaction

- To organize Career Fair for student placements in which participation of various business organizations will be ensured.

6.2.5 How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?

The Head of the institution and staff members acquire and analyze the feedback, gathered from students, alumni and people around, about the different activities of the Trinity Institute. Based on the data collected a report is prepared and reviewed.

6.2.6 How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?

The management always encourages and involves the staff members in improving the effectiveness and efficiency of the institutional processes. Various committees are formed with the staff members and their recommendations are implemented.

6.2.7 Enumerate the resolutions made by the Management Council in the last year and the status of implementation of such resolutions.

No such specific resolution made by management council

6.2.8 Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If 'yes', what are the efforts made by the institution in obtaining autonomy?

Our programmes are affiliated to GGSIP University

6.2.9 How does the Institution ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyze the nature of grievances for promoting better stakeholder relationship?

The institute has a Grievance Redressal Cell. Grievances can be communicated to teachers by the students during meetings with student coordinator. The problems reported by the students are referred to the Director by the faculty coordinator-incharge or by the Dean and suitable actions are taken

6.2.10 During the last four years, had there been any instances of court cases filed by and against the institute ? Provide details on the issues and decisions of the courts on these?

None

6.2.11 Does the Institution have a mechanism for analyzing student feedback on institutional performance? If 'yes', what was the outcome and response of the institution to such an effort?

The institute has a system of obtaining feedback twice every semester from the students.

A Committee has been formed for this purpose. It includes the Director, Dean and senior faculty. A Survey is also conducted and satisfaction index of students is calculated twice a year

6.3 Faculty Empowerment Strategies

6.3.1 What are the efforts made by the institution to enhance the professional development of its teaching and non teaching staff?

The teaching staff members are encouraged and allowed to attend seminars, Refresher Courses, General Orientation courses, workshops relating to their subjects. The non-teaching staff members are also encouraged to develop professional skills by attending training courses by the Higher Education Department. Special computer classes are conducted to make them computer savvy.

6.3.2 What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform?

To sensitize the faculty members regarding their role and responsibilities, the institute allows them to participate in the Refresher Courses, General Orientation courses, workshops and seminars so that they could enhance their knowledge and become effective professionals. For the development of the administrative skills, the Trinity Institute staff is involved in most of the managerial and developmental activities of Trinity Institute.

6.3.3 Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.

The performance Appraisal System of faculty and staff is well-documented in our By Laws. Faculty appraisals conducted twice a year. Prior to approval faculty fillup a form in which it also writes a self-appraisal on the various parameters which include Teaching Ability, Research Output, Student Engagement, Participation in Co-curricular and Extra-curricular Committee activities etc. Feedback from students taken twice during the semester/trimester is taken into account whilst assessing teaching ability of faculty

6.3.4 What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they

communicated to the appropriate stakeholders?

The management conducts performance appraisal twice a year. Based on the review faculty is given appropriate feedback. In case of deficient performance 110 | P a g e faculty is advised and encouraged to improve in these areas. If required common training programmes are organised to fill training gaps observed in faculty

6.3.5 What are the welfare schemes available for teaching and non teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?

Management is very sensitive in this matter. It provides financial and non-financial assistance to the whole staff in the form of medical facilities and financial aid in any kind of crisis. Some members of the staff has availed the financial aid by the Trinity Institute

6.3.6 What are the measures taken by the Institution for attracting and retaining eminent faculty?

Various measures are taken by the institute for attracting and retaining eminent faculty. Faculty are encouraged to undertake Research projects and full support in terms of grants and incentives is extended by the Trinity Institute. Faculty are motivated to attend national seminars and conferences, as a part of their professional development.

6.4 Financial Management and Resource Mobilization

6.4.1 What is the institutional mechanism to monitor effective and efficient use of available financial resources?

The institution has very effective mechanism to monitor effective use of financial resources. Expenses are first sanctioned by the Director. The Director ensures that expenses are incurred for the purpose of implementing institutional plans. For any requirement for equipment or other major items, requisition is submitted to purchase committee which is headed by the Director. Purchase committee invites tenders from various suppliers. Their quotations are evaluated, comparative statement is prepared, suppliers are called for personal discussion and after comparing all aspects from various suppliers, orders are placed. This ensures that right equipment is purchased at the most competitive price. Further accounts of the institution are subject to audit-internal and external. Internal audit is conducted every quarter and any discrepancy noticed is brought to the notice of the Director. Further budget is prepared at the beginning of the year and

actual expenses incurred during the year are compared with budget and any major variation is discussed with the concerned person.

6.4.2 What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.
This needs inputs from the institute

6.4.3 What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund/corpus available with Institutions, if any.

This needs inputs from the institute

6.4.4 Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any).

The Institute is financially self-sufficient. In case funds are required, The Institute has the sponsors from the corporate .

6.5 Internal Quality Assurance System (IQAS)

6.5.1 Internal Quality Assurance Cell (IQAC)

a. Has the institution established an Internal Quality Assurance Cell (IQAC)? .6 If 'yes', what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?

b. How many decisions of the IQAC have been approved by the management / authorities for implementation and how many of them were actually implemented?

c. Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.

d. How do students and alumni contribute to the effective functioning of the IQAC?

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e. How does the IQAC communicate and engage staff from different constituents of the institution?

a. *Has the institution established an Internal Quality Assurance Cell (IQAC)? .6 If 'yes', what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?*

Yes, IQAC played very important role for future planning, teacher appraisal system, getting students feedback.

b. *How many decisions of the IQAC have been approved by the management / authorities for implementation and how many of them were actually implemented?*

Most of the decisions of the IQAC have been approved by the Management. . Our Trinity Institute has become fully aware of the need for quality

c. *Does the IQAC have external members on its committee?*

There are no external members in the Committee.

d. *How do students and alumni contribute to the effective functioning of the IQAC?*

Students contribute to the efficient functioning of IQAC by providing feedback on the teaching learning process regularly. The students also organise various events to promote awareness of quality and help to establish an ethical and harmonious work culture. The alumni association organises get togethers for students and teachers.

e. *How does the IQAC communicate and engage staff from different constituents of the institution?*

The IQAC interacts with staff during departmental audits and through circulars as well as email.

6.5.2 Does the institution have an integrated framework for Quality assurance

of the academic and administrative activities? If 'yes', give details on its operationalization.

The Trinity Institute has framed a committee represented by academicians (guest members), management, staff members, students and alumni. The meetings of this committee are usually

conducted twice in a year. The resolutions passed by the committee are circulated among the

different constituents of the Trinity Institute for their implementation.

The committee has the following members-

1. Chairperson-)

2. Coordinator-

3. Secretary, Managing Committee-

4. Member, Managing Committee-

5. Member, Managing Committee-

6. Guest Member-

7. Member, Teaching Faculty-

8. Member, Teaching Faculty-

9. Member, Teaching Faculty-

10. Member, Teaching Faculty-

11. Member, Non Teaching Staff-

6.5.3 Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If 'yes', give details enumerating its impact.

Training is given to staff according to the requirements. Training is also given as per the feedback taken from the faculty. The impact of the training is evident in the performance of the staff that undergo the training.

6.5.4 Does the institution undertake Academic Audit or other external review of the academic provisions? If 'yes', how are the outcomes used to improve the institutional activities?

Yes, the academic audit takes place in the following manner –

- Student feedback.
- Self appraisal
- Parents- teacher meeting
- Alumni meeting

6.5.5 How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/regulatory authorities?

Audits are done internally as per norms. External audits are conducted every nine months for verification of Trinity Institute processes. Internal audits are intermittently conducted to ensure that all departments are conforming with requirements and maintaining required documents.

6.5.6 What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

Teacher diary and attendance registers are maintained by faculty members which are inspected and signed by the Director. Trinity Institute asks continuously student's feedback and alumni suggestions for the betterment of Trinity Institute.

6.5.7 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?

Any other relevant information regarding Governance Leadership and Management which the Trinity Institute would like to include.

Modes of Communication are:-

- Management meeting
- H.O.D meeting
- Staff meeting
- Student meeting
- Alumni meeting
- Parents meeting
- Media meeting

CRITERIA VII: INNOVATIONS AND BEST PRACTICES

7.1 Environment Consciousness

7.1.1 Does the Institute conduct a Green Audit of its campus and facilities?

The activities of the Trinity Institute by and large do not pollute the environment as there are no effluents or hazardous gases emitted by the institution. Yet the Trinity Institute is environment conscious and has done sufficient plantations, developed gardens in the campus.

7.1.2 What are the initiatives taken by the Trinity Institute to make the campus eco-friendly?

* **Energy conservation**-Our Trinity Institute has been very conscious about conservation of energy. All tube lights, fans and switches are numbered so that only the needed ones will be switched on. On every floor the staff and students are trained to switch off lights and fans when not required. Air conditioners are used only in months when the temperatures are not comfortable and they are set at 25 degree Celsius.

* **Use of renewable energy**-NA
* **Water harvesting**-NA
* **Check dam construction**-NA
* **Efforts for Carbon neutrality**-Proper measures have been taken to reduce carbon emission to keep the campus, pollution-free and uncontaminated. The Trinity Institute buses and other vehicles are checked by the RTO and provided with (CNG) pollution-free stickers

* **Plantation**-As a green initiative there are plants from a wide range of plant families.

* **Hazardous waste management**-As the Trinity Institute does not produce any waste of hazardous nature so the waste management is not required.

* **e-waste management**-We promote e-waste management by practicing buy back offers. Non-teaching staff members whose children use computers are given the old computers.

Whenever computers are purchased we request the vendors

to buy back the old system so that it is recycled.

7.2 Innovations

7.2.1Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the Trinity Institute.

To be filled In the by the institute

7.3Best Practices

7.3.1 Elaborate on any two best practices **in the given format at page no. 98,** which have contributed to the achievement of the Institutional Objectives and/or contributed to the Quality improvement of the core activities of the Trinity Institute.

To be filled In the by the institute

TRINITY INSTITUTE OF PROFESSIONAL STUDIES
Sec – 9 Dwarka New Delhi 110075
Evaluative Reports of Department of Computer Science & IT

1. NAMEOFTHEDEPARTMENT**:Computer Science & IT**

2. YEAROFESTABLISHMENT:**2007**

3. NAMESOFPROGRAMMESOFFERED**:BCA**

4. NamesofInter-Disciplinarycoursesoffered:**NotApplicable**

5. Annual/Semester/Choicebasedcreditsystem(Programmewise): **Semesterbased**

6. DepartmentParticipationinotherdepartmentcourses:**TheDepartmentof**   **Computer**

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Science & ITtaughttthealliedcoursepaperoftheDepartmentof Management & Commerce

7. CoursesincollaborationwithotherUniversities/Industries:**NotApplicable**

8. Details of courses/programmes discontinued (if any) with reasons: **NotApplicable**

9. NO.OFTEACHINGPOSTS

Post	SANCTIONED	FILLED	VACANT
Professor	**01**	**01**	**NIL**
Associate Professor	**02**	**01**	**01**
AssistantProfessor	**12**	**12**	**NIL**

10. Faculty profile with name, qualification, designation, specialization (D.Sc./D.Litt./Ph.D/M.Phil. etc)

NAME	QUALIFICATION	DESIGNATION	SPECIALIZATION	No. OF YEARSOF EXPERIENCE	NO.OF PHD STUDENTS GUIDED INLAST4 YEARS
Dr. B.P. Singh	PhD. MCA, PGDCA, ADCA, Bsc	Associate Professor	Computer Science & IT	12	03
H.M. Jain	M.Phil (CS), MCA, BSc (H) Electronics	Assistant Professor	Computer Science & IT	13	Nil
CharanpreetKaur	MS (Software System), B.Tech (IT)	Assistant Professor	Computer Science & IT	08	Nil
BhartiDewani	B.Tech (CSE)	Assistant Professor	Computer Science & IT	8.5	Nil
Priyanka Rattan	M.Phil (CS), MCA, BCA	Assistant Professor	Computer Science & IT	7.5	Nil
RitikaKapoor	MCA, BCA	Assistant Professor	Computer Science & IT	5.5	Nil
ShwetaBhardwaj	MCA, GNIIT (Software Engineering), BSc (Mathematics)	Assistant Professor	Computer Science & IT	6	Nil
PriyankaAttri	MCA, BCA, M.Tech (Pursuing)	Assistant Professor	Computer Science & IT	3.5	Nil
NeetuNarangMahajan	MCA, BSc (Computer Science)	Assistant Professor	Computer Science & IT	04	Nil

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Akhil Kumar	M.Tech (IT), B.Tech (IT), UGC NET	Assistant Professor	Computer Science & IT	2.7	Nil
RoopalKalra	MCA, BSc (Computer Science)	Assistant Professor	Computer Science & IT	04	Nil
HimjaSethi	M.Tech (CSE), MCA (SE), BSc (H) (Computer Science)	Assistant Professor	Computer Science & IT	06	Nil
Preeti Nagar	MSc (Mathematics), BSc (H) (Mathematics)	Assistant Professor	Mathematics	03	Nil

11. ListofSeniorVisitingFaculty:0

12. Percentageoflecturesdeliveredandpracticalclasseshandled(programme wise)bytemporaryfaculty: NIL

13. Student-TeacherRatio(Programmewise):**20:1**

14. NumberofAcademicSupportStaffSanctioned:

Post	SANCTIONED	FILLED
Administrative		**06**
Technical		**03**

15. QualificationsofteachingfacultywithDSc/D.Litt./Ph.D./M.Phil./PG

	Ph.D	**M.Phil**	**Masters**
Permanent(14)	2	2	10

16. Number of faculty with ongoing/completed projects from National/ Internationalfundingagenciesandgrantreceived:**NotApplicable**

17. DepartmentalprojectsfundedbyDST–FIST,UGC,DBT,ICSSR,etc.and totalgrantsreceived:**Notapplicable**

18. IsthereaRecognizedResearchCentre?:**Notapplicable**

19. P u b l i c a t i o n s :

S.No.	Name	Paper published in peer-reviewed journal		Publications in Intl. database	Monographs	Chapter in Books	Books Edited	Books with ISBN/ ISSN No. with details of publishers	Citation Index	SNIP	SJR	Impact Factor	H-index	Publications in Conference proceedings with ISBN NO.
		National	Inter.											
1	Dr. Brahampal Singh	4	8	----	----	----	----	1	----	----	----	----	----	2
2	RitikaKapoor	1	1	----	----	----	----	----	----	----	----	----	----	----
3	Hari Mohan Jain	1	----	----	----	----	----	----	----	----	----	----	----	1
4	CharanpreetKaur	1	2	----	----	----	----	----	----	----	----	----	----	----
5	NeetuMahajan	2	----	----	----	----	----	----	----	----	----	----	----	----
6	Priyanka Rattan	1	1	----	----	----	----	----	----	----	----	----	----	----
7	BhartiDewani	----	----	----	----	----	----	----	----	----	----	----	----	----
8	ShwetaBhardwaj	----	----	----	----	----	----	----	----	----	----	----	----	----
9	RoopalKalra	----	----	----	----	----	----	----	----	----	----	----	----	----
10	PriyankaAttri	----	----	----	----	----	----	----	----	----	----	----	----	----
11	Akhil Kumar	----	----	----	----	----	----	----	----	----	----	----	----	----
12	Himja K. Sethi	----	----	----	----	----	----	----	----	----	----	----	----	----
13	Preeti Nagar	----	----	----	----	----	----	----	----	----	----	----	----	----

20. Areaofconsultancyandincomegenerated:**NotApplicable**

21. Facultyasmembersina)NationalCommittees: **NotApplicable**
b)InternationalCommittees: **NotApplicable**
c)EditorialBoards:**Dr. B. P. Singh (Associate Professor) is a Member of Peer Review Panel Committee of KAAV International Journal.**

22. Students'Projects

DepartmentalProjects	
a) Percentageofstudentswhohavedone in-houseprojectsincludinginter departmental/programme	**100%**
b)Percentageofstudentsplacedfor projectsinorganizationsoutsidethe institution*i.e.*inResearch laboratories/Industry/ otheragencies	**100%**

23.(A)Awards/RecognitionsreceivedbyFaculty

NameofFaculty	Award/Recognition	Year
Dr.B. P. Singh	Awarded for the excellence in the field of Research by Agilo Foundation.	2013
Hari Mohan Jain	Awarded with Shri O. P. Tandon Memorial Best Teacher Scholar Award along with Cash Price of Rs 21000/- by Kamal Educational & Welfare Society.	2010 – 11
CharanpreetKaur	Awarded with Shri O. P. Tandon Memorial Best Teacher Scholar Award along with Cash Price of Rs 21000/- by Kamal Educational & Welfare Society.	2013 – 14
Priyanka Rattan	Awarded with Shri O. P. Tandon Memorial Best Teacher Scholar Award along with Cash Price of Rs 21000/- by Kamal Educational & Welfare	2014 – 15

23.(B)Awards/RecognitionsreceivedbyStudents

Nameof Student	Award/ Recognition	Year
BhawnaDhingra 02820602011	Exemplary Performance (92.22 CPI) award given by GGSIP University	2014

24.ListofEminentAcademicians/VisitorstotheDepartment

List of Worshops/Seminars and PD sessions for students from Jan 2016 to Dec 2016

S.No.	Name of the Company	Person Visited	Date of Visit	Purpose
1	Sri SathyaSai SevaOrganisation.	Mr.Anindya(Head trainer,FedEx)	25/1/16	Life skills in management
2	Apeejay Institute of Management	Mr.Etinder Singh(Professor)	28/1/16	Career options after graduation
3	Management Development institute Singapore	MrPankaj (MDIS, New Zealand)	9/2/2016	International higher
4	Art of Living	MsAditi (Communication Head)	12/2/2016	Medication for faculty
5	Pearl Academy	Mr.VarunKakkar and Ms.Bhavna	16/2/2016	Future in Fashion Industry
6	Chart pro education	Mr.VarunVohra	19-2-2016	Stock market In India
7	Sri SathyaSai SevaOrganisation.	Mr.Anindya(Head trainer,FedEx)	23-2-2016	Life skills in management
8	Ansal University	Dr.PujaChhabra(Professor,Ansal university)	10/3/2016	Future perspects (Mgmt)
9	ITS Ghaziabad	Prof NitinSaxena(Prof,ITS)	21/3/2016	Management Quiz
10	Landmark Institute	Mr.RChadda	17/3/2016	Future prospects BCA
11	SRInsuretech	Mr.VishwasTyagi	22/3/2016	Insurance Quiz
12	IBS	Dr.NidhiTak	3/9/2016	Teacher's Day Competition
13	University of Cincinnati	Dr.Debasis Pal	19/9/2016	Foreign education
14	IMS	Mr.Aditya Kumar	21/9/2016	Competition exams
15	JIMS Kalkaji	Ms.JyotiKukreja	4/10/2016	Skills of GD
16	Jaipuria Institute of Management		14/10/2016	Management quiz
17	NIESBUD	Mr.RajivRanjan	22/9/2016	Entrepreneurship development

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25.Seminars/Conferences/Workshopsorganizedandthesourcesoffunding: (Self Financed)

	Co- Curricular Activities conducted by the Institution	
1	**Conference:**	**Date**
a.	6th National Conference on "Digital India: Recent Paradigm shift in IT, Media and Management"	19th Mar, 2016
2	**Seminars:**	**Date**
a.	Seminar on Entrepreneurial-Digital Marketing was organised by IMS. [Guest speaker - Mr.UjjalChugh]	16th Nov, 2015
b.	Seminar on Medication for faculty was organised by Art of Living [Guest speaker -Ms. Aditi (Communication Head)]	12th Feb, 2016
c.	Seminar on Stock market In India was organised by Chart pro education [Guest Speaker - Mr.VarunVohra]	17th Feb, 2016
3	**Workshops:**	**Date**
a.	Workshop was organised on the topic "Personality Development" by Freelance Soft skills trainer. [Ms.Upma Kumar(Life skills Trainer)]	16th Sept, 2015
b.	Workshop was conducted on the topic "Corporate Social Responsibility" by Bajaj Finance. [Guest speaker - Mr.Anubhav]	14th Oct, 2015
c.	Pearl Academy conducted a workshop on "Photography" for BA(JMC) Faculties & Students. [Guest Speaker - Ms.RohitDhingra (Assistant Professor)]	21st Mar, 2016
4	**Faculty Development programme:**	**Date**
a.	5 day Faculty Development programme was conducted on "Statistical Research technique" by IMS	27th - 31st Dec, 2016
5	**Skill Development programme:**	**Date**
a.	An 8 module Short term- Skill Development programme was organised by Sri SathyaSaiSevaOrganisation by Mr. Anindya (Head trainer,FedEx)	15th Oct 2015, 25th Jan 2016, 23rd Feb 2016, 25th Feb 2016, 5th Mar 2016, 17th Mar 2016
b.	Skill Development programme was conducted by Microsoft Office Specialist Certification - Classroom License	22nd Oct, 2015

26. StudentProfileProgramme/CourseWise (howmanystudentsappliedfor thevariouscoursesunderyourdepartmen):**As per the selection criteria & admission process of GGSIP University**

27. DiversityofStudents(variousstatesandcountries):

Name of the Course/Programme BCA	% of Students from thesamestate	% of Studentsfromother states	% of Studentfrom abroad
2016-2017	**89.25%(108)**	**09.92% (12)**	**0.83%(01)**

28. Howmanystudentshaveclearednationalandstatecompetitiveexaminationssuchas NET,SLET,GATE, CivilServices,Defenceservices,etc? :.**Not Applicable**

29. StudentProgression:

StudentProgression	Against % enrolled
UG to PG	37
PG to M.Phil	Not Applicable
PG to Ph.D	Not Applicable
Ph.D to Post-Doctorral	Not Applicable
Employed - Campus selection - Other than campus recruitment	19 44 --------- *63
Entrepreneurship/Self-employment	Not Applicable

* Placement record for the year 2015 - 16

30. DetailsofInfrastructuralFacilities a) Library

YEAR	Booksadded	CostofBooks (Rs.)	TotalBooks
2014-15			435 titles
2015-16	117		552 titles
2016-17	0		552 titles

b)InternetFacilitiesforstaffandstudents:TheTrinity Institutehasfull-fledged wiredaswellWiFifacilityforInternet.

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c)ClassroomswithICTfacilities:Nil

d) Laboratory: Trinity Institute has three Computer labs with 175 computers

31.NumberofstudentsreceivingfinancialassistancefromTrinity Institute/university, government or other agencies: 5 % of the students belonging to SC/ST/Minoritiesgroupsreceive scholarshipsfromtheTrinity Institute/ Delhi Government/StateGovernment(s). - 1

32.DetailsonStudentEnrichmentPrograms

S.No	Name of the Company	Person Visited	Date of Visit	Purpose
1	Freelance Soft skills trainer	Ms.Upma Kumar(Life skills Trainer)	16/9/15	Personality Development
2	Bajaj Capital Venture group	Mr. Anubhav Sharma (Corporate Relationship Manager),ICFP	14/10/15	Stock Markets
3	Sri SathyaSaiSevaOrganisation.	Mr.AmitSood(AVP with TIL Ltd)	15/10/15	Life skills in management
4	Apeejay Institute of Management	Ms.Hira Roy(Assoprof,Apeejay institute)	29/10/15	Interview skills
5	JIMS,Kalkaji	Ms.Manisha(Assistant prof,JIMS)	18/11/15	Entrepreneural Skills
6	Interview Skills	Ms.Hira Roy(Associate Professor,Apeejay Institute of Management)	29/10/ 2015	Interview skills
7	IMS	Mr.UjjalChugh	16/11/2015	Digital Marketing
8	Sri SathyaSai SevaOrganisation.	Mr.Anindya(Head trainer,FedEx)	25/1/16	Life skills in management
9	Apeejay Institute of Management	Mr.Etinder Singh(Professor)	28/1/16	Career options after graduation
10	Management Development institute Singapore	MrPankaj (MDIS, New Zealand)	9/2/2016	International higher
11	Art of Living	MsAditi (Communication Head)	12/2/2016	Medication for faculty
12	Pearl Academy	Mr.VarunKakkar and Ms.Bhavna	16/2/2016	Future in Fashion Industry
13	Chart pro education	Mr.VarunVohra	19-2-2016	Stock market In India
14	Sri SathyaSaiSevaOrganisation.	Mr.Anindya(Head trainer,FedEx)	23-2-2016	Life skills in management
15	Sri SathyaSaiSevaOrganisation.	Mr.Anindya(Head trainer,FedEx)	25-2-2016	Life skills in management
16	Sri SathyaSaiSevaOrganisation.	Mr.Anindya(Head trainer,FedEx)	5/3/2016	Life skills in management
17	Sri SathyaSaiSevaOrganisation.	Mr.Anindya(Head trainer,FedEx)	7/3/2016	Life skills in management
18	Art of Living	MsAditi (Communication Head)	8/3/2016	Medication for faculty

19	Ansal University	Dr.PujaChhabra(Professor,Ansal university)	10/3/2016	Future perspects (Mgmt)
20	Landmark Institute	Mr.RChadda	17/3/2016	Future prospects BCA
21	ITS Ghaziabad	Prof NitinSaxena(Prof,ITS)	21/3/2016	Management Quiz
22	Pearl Academy	Ms.RohiDhingra(Assistant Professor)	21/3/2016	Photography techniques
23	SRInsuretech	Mr.VishwasTyagi	22/3/2016	Insurance Quiz

33.TeachingMethodsadoptedtoimprovestudentlearning:

1) We conduct interactive classroom sessions to stimulate the interest and enhancethelearningofthestudents.

2) Problemsolvingisonewayofaddingtotheknowledge,It buildsonstudents'priorunderstandings.

3) Academicallyweakstudentsareidentifiedandremedialclassesarearranged bytherespectivecourseteachers.

4) Variousinterdisciplinarylecturesandworkshopsareorganizedtofamiliarize studentswiththevariouspotentialitiesofthefield.

5) WepersuadethestudentstofilltheFeedbackformtostrengthenthequality of teaching learning environment and to look for opportunities to improve teacher's performance in classroom and engagement with students to bring excellenceinteachingandlearning.

6) Wearrangespeciallecturesforthestudentsbyfacultymembersofdifferent departmentsofourTrinity Institute.

7) Quizcompetitionsareorganizedinthetutorialclassestorevisethesyllabus.

34.Participation inInstitutional social responsibility (ISR)andExtension activities:

ThefacultymembersofthedepartmentareinvolvedinEco Clubcommitteeofthe Trinity Institutewhich reinforce organizing of special event or activity concerning the healthy &ecofriendly environment.
 Our students also participate in other Trinity Institute events and campaigns related to Social responsibilities and cultural & sports events.

35. SWOCANALYSISOFDEPARTMENTANDFUTUREPLANS

Strength

- Ayounganddynamicfacultywithdiversespecializationandinterests.
- Creativityinteachingandpracticaldemonstrationsintheclassrooms.
- Coordinationwithotherdepartmentsforinterdisciplinaryactivities.
- Well-equippedclassroomsandcomputerlaboratories.
- Researchorientedfacultymembers.

Weakness

- SomestudentslackgoodcommunicationskillsinEnglish.

Opportunities

- ToincreasetheresearchactivitiesintheDepartment.
- AssociationwithvariousfundingagencieslikeDBT,DSTetc.forapprovalof grantsforprojects.

Challenges

- Toachieve100%passinthesubject.
- Tobringslowlearnersonparwithgoodperformers.

FUTUREPLANS

- Tointroducecertificatecoursesforthestudents.
- ToincreasetheresearchactivitiesintheDepartment.
- Toencouragestudentstoparticipateinthesummerschools/workshopsand lectureconductedbyotherexternalagencies.
- IncreasingInter-disciplinaryactivities

Evaluative Reports of Department of Journalism and Mass Communication

2.   NAMEOFTHEDEPARTMENT**:**BA(JMC)- Bachelors of Arts in Journalism and Mass Communication

2.   YEAROFESTABLISHMENT:2007

3.   NAMESOFPROGRAMMESOFFERED**:**BA(JMC)- Bachelors of Arts in Journalism and Mass Communication

4.   NamesofInter-Disciplinarycoursesand the departments/ units involved:NotApplicable

5.   Annual/Semester/Choicebasedcreditsystem(Programmewise):   All coursesareSemesterbased.

6.   Participation   of   the   departmentin   the   courses   offered   by otherdepartment:TheDepartmentof   Journalism   &   Mass   Communication taughtthealliedcoursepaperoftheDepartmentof Management & B.Com

7.   CoursesincollaborationwithotherUniversities, Industries, foreign institutions, etc.**:NotApplicable**

8. Details of Courses/ Programmes discontinued (if any) with reasons: Not applicable

9.   NO.OFTEACHINGPOSTS

Post	SANCTIONED	FILLED	Vacant
Professors	1	1	0
Associate Professor	2	--	2
AssistantProfessor	15	15	0

10. Faculty profile with name, qualification, designation, specialization (D.Sc./D.Litt./Ph.D/M.Phil. etc)

NAME	QUALIFICATION	SPECIALIZATION	YEARSOF EXPERIENCE	NO.OF PHD STUDENTS GUIDED INLAST4 YEARS
Dr. R.S. Yadav	Ph.D	Science	40	--
Shruti Chopra	MA (Media Cover), M. Phil.	Journalism	5	--
Surbhisharma	BJMC, MMC	Journalism	2	--
AyushiSachdeva	MJMC	Journalism	5	--
Poonam Sharma	BJMC,MBA,MMC	Journalism	4	--

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AmanpreetKaur	BJMC,MJMC	Journalism	2	--
YashasvikaYadav	BJMC, MMC, PGD, NET	Journalism	2	--
Nisha Rani	MJMC,NET	Journalism	2	--
Aarushi Singh	BJMC, MJMC	Journalism	3	--
Sonia Arora	BJMC, MMC	Journalism	1	--
Yukti Seth	BA (eco), MMC, pursuing Ph.D	Journalism	2	--
Sonia Batra	BJMC, MMC	Journalism	1	--
Sanjay Srivastava	B.sc, MJMC, Ph.D pursuing	Journalism	10	--
Nikita Rehan	BJMC, MMC	Journalism	6	--
Ajay Kumar	BJMC, MJMC	Journalism	3	--
Tanya Sagar	BJMC, MMC	Journalism	1	--

11. ListofSeniorVisitingFaculty: 0

12. Percentageoflecturesdeliveredandpracticalclasseshandled(programme wise)bytemporaryfaculty: Not applicable

13. Student-TeacherRatio(Programmewise):

The Trinity Institute follows the UGC norm of 20:1student teacher ratio.

14. NumberofAcademicSupportStaffSanctioned:

	SANCTIONED	**FILLED**
Academic support staff (technical)		3
Administrative staff		6

15. QualificationsofteachingfacultywithDSc/D.Litt./Ph.D./M.Phil./PG

	Ph.D	M.Phil	Masters
Permanent(16)	1	0	13
Adhoc(0)	0	0	0

16. Number offacultywith ongoingprojects from National / Internationalfundingagenciesandgrantreceived:**NotApplicable**

17. DepartmentalprojectsfundedbyDST–FIST,UGC,DBT,ICSSR,etc.and totalgrantsreceived:**Notapplicable**

18. ResearchCentre/ facility recognized by the University -**NA**

19. ABird'sEyeviewofFaculty'sresearchcontribution

	ResearchContributionsoftheFaculty

S.no	Names	Research Publications	Research Publications (National s	Papers ine-journal s	Books Publish ed	Chapters toedited books/t	Seminar/ Conference Presentations	Monographs	Citations of works	Impact Factor	h-index
1	Dr. R.S. Yadav	2	16		1	3		--	--		--
2	Ms. AyushiSachdeva	--	2	--	--	--	4	---	--	--	--
3	Ms. AmanpreetKaur	--	--	--	--	--	1	--	--	--	--
4	Ms. YashasvikaYadav	--	1	--	--	--	3	--	--	--	--
5	Mr. Sanjay Srivastva	1	4	--	--	1	18	--	--	--	--
6	Ms. Tanya Sagar	--	--	--	--	--	1	--	--	--	--
7	Ms. Poonam Sharma	--	--	--	--	--	1	--	--	--	--
8	Ms. Yukti Seth	--	--	--	--	--	1	--	--	--	--
9	Ms. Aarushi Singh	--	--	--	--	--	1	--	--	--	--

20.Areaofconsultancyandincomegenerated**:NotApplicable**

21.Facultyasmembersina)NationalCommittees,b)InternationalCommittees andc)EditorialBoards:**NotApplicable**

22.Students'Projects

DepartmentalProjects	
a) Percentageofstudentswhohavedone in-houseprojectsincludinginter departmental/programme	**100%**
b)Percentageofstudentsplacedfor projectsinorganizationsoutsidethe institution*i.e.*inResearch laboratories/Industry/ otheragencies	**100%**

23.(A)Awards/RecognitionsreceivedbyFaculty

   (Thesearebasicallyacademicachievements)

NameofFaculty	Award/Recognition	Year

Dr. R.S. Yadav	Akashwani Annual Award -2003 for Radio Documentary	2003
	PratibhashriSamman-	2002-2003
	Aryabhatt National Award	2005
	Akashwani Annual award	2007
	IswaSamman	2008
	Abhinandan by Media Association	2010
Ms. AyushiSachdeva	Awarded for being the Delhi University ranker, Bachelors (2 years Consecutively)	2009,2010
	Awarded scholarship by CBSE.	2008
	3rd topper at intermediate level.	2008
Ms. YashasvikaYadav	Awarded NET.	2015
	Awarded for being the university ranker, Bachelors (2nd year)	2010
Ms. Nisha Rani	Awarded NET	2014
Ms. Tanya Sagar	Gold Medalist (Bachelor's degree).	
	Gold Medalist (Diploma)	
Ms. Yukti Seth	University Ranker, Poat Graduation Punjab University	2012,2014
Mr. Sanjay Srivastva	2nd Position (Speech Competition) Ministry of Information And Broadcasting	1995

Name of Student	Award/ Recognition	Year
Sutanu Kumar Guchait	1st position in VIPS Photography Competition	2016
AparnaPandey	2nd Position: Photography competition held at Shyama Prasad Mukherjee Trinity Institute	2017
Rahul Dey	3rd Position: Photography competition held at Sri Aurobindo Trinity Institute	2017
Anmol Rattan	3rd Position: Street Play Competition held at Trinity Institute of Vocational Studies	2017
PrasanKapoor	2nd Position: Photography competition held at Trinity Institute of Vocational Studies and 2nd Position in BPIBS photography competition	2017
ManikaSrivastava	3rd Position: Street Play Competition held at Trinity Institute of Vocational Studies	2017

(B)Awards/RecognitionsreceivedbyStudents

ShrishtiPanwar	3rd Position: Street Play Competition held at Trinity Institute of Vocational Studies	2017

24.ListofEminentAcademicians/VisitorstotheDepartment:

List of Worshops/Seminars and PD sessions for students from Jan 2016 to Dec 2016

S.No.	Name of the Company	Person Visited	Date of Visit	Purpose
1	Sri SathyaSai SevaOrganisation.	Mr.Anindya(Head trainer,FedEx)	25/1/16	Life skills in management
2	Apeejay Institute of Management	Mr.Etinder Singh(Professor)	28/1/16	Career options after graduation
3	Management Development institute Singapore	MrPankaj (MDIS, New Zealand)	9/2/2016	International higher
4	Art of Living	MsAditi (Communication Head)	12/2/2016	Medication for faculty
5	Pearl Academy	Mr.VarunKakkar and Ms.Bhavna	16/2/2016	Future in Fashion Industry
6	Chart pro education	Mr.VarunVohra	19-2-2016	Stock market In India
7	Sri SathyaSai SevaOrganisation.	Mr.Anindya(Head trainer,FedEx)	23-2-2016	Life skills in management
8	Ansal University	Dr.PujaChhabra(Professor,Ansal university)	10/3/2016	Future perspects (Mgmt)
9	ITS Ghaziabad	Prof NitinSaxena(Prof,ITS)	21/3/2016	Management Quiz
10	Landmark Institute	Mr.RChadda	17/3/2016	Future prospects BCA
11	SRInsuretech	Mr.VishwasTyagi	22/3/2016	Insurance Quiz
12	IBS	Dr.NidhiTak	3/9/2016	Teacher's Day Competition
13	University of Cincinnati	Dr.Debasis Pal	19/9/2016	Foreign education
14	IMS	Mr.Aditya Kumar	21/9/2016	Competition exams
15	JIMS Kalkaji	Ms.JyotiKukreja	4/10/2016	Skills of GD
16	Jaipuria Institute of Management		14/10/2016	Management quiz
17	NIESBUD	Mr.RajivRanjan	22/9/2016	Entrepreneurship development

25.Seminars/Conferences/Workshops organizedandthe sourcesoffunding:

	Co- Curricular Activities conducted by the Institution	
1	**Conference:**	**Date**
a.	6th National Conference on "Digital India: Recent Paradigm shift in IT, Media and Management"	19th Mar, 2016
2	**Seminars:**	**Date**
a.	Seminar on Entrepreneurial-Digital Marketing was organised by IMS. [Guest speaker - Mr.UjjalChugh]	16th Nov, 2015
b.	Seminar on Medication for faculty was organised by Art of Living [Guest speaker -Ms. Aditi (Communication Head)]	12th Feb, 2016
c.	Seminar on Stock market In India was organised by Chart pro education [Guest Speaker - Mr.VarunVohra]	17th Feb, 2016
3	**Workshops:**	**Date**
a.	Workshop was organised on the topic "Personality Development" by Freelance Soft skills trainer. [Ms.Upma Kumar(Life skills Trainer)]	16th Sept, 2015
b.	Workshop was conducted on the topic "Corporate Social Responsibility" by Bajaj Finance. [Guest speaker - Mr.Anubhav]	14th Oct, 2015
c.	Pearl Academy conducted a workshop on "Photography" for BA(JMC) Faculties & Students. [Guest Speaker - Ms.RohitDhingra (Assistant Professor)]	21st Mar, 2016
4	**Faculty Development programme:**	**Date**
a.	5 day Faculty Development programme was conducted on "Statistical Research technique" by IMS	27th - 31st Dec, 2016
5	**Skill Development programme:**	**Date**
a.	An 8 module Short term- Skill Development programme was organised by Sri SathyaSaiSevaOrganisation by Mr. Anindya (Head trainer,FedEx)	15th Oct 2015, 25th Jan 2016, 23rd Feb 2016, 25th Feb 2016, 5th Mar 2016, 17th Mar 2016
b.	Skill Development programme was conducted by Microsoft Office Specialist Certification - Classroom License	22nd Oct, 2015

26.StudentProfileProgramme/CourseWise: **As per the selection criteria & admission process of GGSIP University**

27.DiversityofStudents(variousstatesandcountries):

Name of the Course	% of Students from	% of Studentsfromother states	% of Studentfrom abroad
2016-2017	90	10	0

28.Howmanystudentshaveclearednationalandstatecompetitiveexaminations

suchasNET,SLET,GATE,CivilServices,Defenceservices,etc.... Not Applicable

29.StudentProgression:

StudentProgression	Against % enrolled
UG to PG	50
PG to M.Phil	Not Applicable
PG to Ph.D	Not Applicable
Ph.D to Post-Doctorral	Not Applicable
Employed - Campus selection - Other than campus recruitment	20 10
Entrepreneurship/Self-employment	5

30.DetailsofInfrastructuralFacilities a) Library

YEAR	Booksadded	CostofBooks (Rs.)	TotalBooks
2014-15			435 titles
2015-16	117		552 titles
2016-17	0		552 titles

b)InternetFacilitiesforstaffandstudents:TheTrinity Institutehasfull-fledged wiredaswellWiFifacilityforInternet.

c)ClassroomswithICTfacilities:Nil.

d) Laboratory: Trinity Institute hasthree Computer labs with 175 computers

31.NumberofstudentsreceivingfinancialassistancefromTrinity Institute/university, government or other agencies: 2% of the students belonging to SC/ST/Minoritiesgroupsreceive scholarshipsfromtheTrinity Institute/ Delhi Government/StateGovernment(s).

32.DetailsonStudentEnrichmentPrograms

S.No	Name of the Company	Person Visited	Date of Visit	Purpose
1	Freelance Soft skills trainer	Ms.Upma Kumar(Life skills Trainer)	16/9/15	Personality Development
2	Bajaj Capital Venture group	Mr. Anubhav Sharma (Corporate Relationship Manager),ICFP	14/10/15	Stock Markets
3	Sri SathyaSaiSevaOrganisation.	Mr.AmitSood(AVP with TIL Ltd)	15/10/15	Life skills in management
4	Apeejay Institute of Management	Ms.Hira Roy(Assoprof,Apeejay institute)	29/10/15	Interview skills
5	JIMS,Kalkaji	Ms.Manisha(Assistant prof,JIMS)	18/11/15	Entrepreneural Skills
6	Interview Skills	Ms.Hira Roy(Associate Professor,Apeejay Institute of Management)	29/10/ 2015	Interview skills
7	IMS	Mr.UjjalChugh	16/11/2015	Digital Marketing
8	Sri SathyaSai SevaOrganisation.	Mr.Anindya(Head trainer,FedEx)	25/1/16	Life skills in management
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14	Sri SathyaSaiSevaOrganisation.	Mr.Anindya(Head trainer,FedEx)	23-2-2016	Life skills in management
15	Sri SathyaSaiSevaOrganisation.	Mr.Anindya(Head trainer,FedEx)	25-2-2016	Life skills in management
16	Sri SathyaSaiSevaOrganisation.	Mr.Anindya(Head trainer,FedEx)	5/3/2016	Life skills in management
17	Sri SathyaSaiSevaOrganisation.	Mr.Anindya(Head trainer,FedEx)	7/3/2016	Life skills in management
18	Art of Living	MsAditi (Communication Head)	8/3/2016	Medication for faculty

19	Ansal University	Dr.PujaChhabra(Professor,Ansal university)	10/3/2016	Future perspects (Mgmt)
20	Landmark Institute	Mr.RChadda	17/3/2016	Future prospects BCA
21	ITS Ghaziabad	Prof NitinSaxena(Prof,ITS)	21/3/2016	Management Quiz
22	Pearl Academy	Ms.RohiDhingra(Assistant Professor)	21/3/2016	Photography techniques
23	SRInsuretech	Mr.VishwasTyagi	22/3/2016	Insurance Quiz

33.TeachingMethodsadoptedtoimprovestudentlearning:

1) We conduct interactive classroom sessions to stimulate the interest and enhancethelearningofthestudents.

2) Wereinforceskillsby performinglargenumberofexercises; projects, classroom sessions like debates, mock activities, by organizing events, press conferences, making of TV shows, news panel, psa, radio shows and documentaries etc.

3) Academicallyweakstudentsareidentifiedandremedialclassesarearranged bytherespectivecourseteachers.

4) Variouslectures, workshops, & visits to the industryareorganizedtofamiliarize studentswiththevariouspotentialitiesofthefield.

5) WepersuadethestudentstofilltheFeedbackformtostrengthenthequality of teaching learning environment and to look for opportunities to improve teacher's performance in classroom and engagement with students to bring excellenceinteachingandlearning.

6) Quizcompetitionsareorganizedinthetutorialclassestorevisethesyllabus.

34.Participation inInstitutional social responsibility (ISR)andExtension activities:

ThefacultymembersofthedepartmentareinvolvedinEco Clubcommitteeofthe Trinity Institute which reinforce organizing of special event or activity concerning the healthy &ecofriendly environment.

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35. SWOCANALYSISOFDEPARTMENTANDFUTUREPLANS

Strength

- Ayounganddynamicfacultywithdiversespecializationandinterests.
- Creativityinteachingandpracticaldemonstrationsintheclassrooms.
- Coordinationwithotherdepartmentsforinterdisciplinaryactivities.
- Well-equippedclassroomsandProduction laboratories with highly updated equipments.
- Researchorientedfacultymembers.
- Faculty members with sound knowledge of all the software's and working of the industry.

Weakness

- Somestudentsneed reinforcement and best efforts are made for the same.

Opportunities

- ToincreasetheresearchactivitiesintheDepartment.
- Associationwiththe Industry for keeping self-updated of the technicalities and current.
- Enhancement of skills and creativity by organizing various activities and events.

Challenges

- To take up minor & Major Projects
- To add on Value added Courses
- Tobringslowlearnersonparwithgoodperformers.
- To make student confident and camera friendly.
- To find core strength of the students and to polish it.

FUTUREPLANS

- ToincreasetheresearchactivitiesintheDepartment.
- Toencouragestudentstoparticipateinthesummerschools/workshopsand lectureconductedbyotherexternalagencies.
- Toorganizestudentenrichmentandteacherenrichmentprograms.
- Toorganizespecialclassesforstudentsoffinalyearto preparethemforthecompetitiveexaminations.

TRINITY INSTITUTE OF PROFESSIONAL STUDIES
EvaluativeReportoftheManagement& Commerce Department

1.   Name of the department : Department of Management and Commerce

2.   Year of Establishment: 2007

3.   Names of Programmes/Courses offered(UG,PG,M.Phil.,Ph.D.,Integrated
     Masters;   Integrated Ph.D.,etc.)B.Com and BBA(G)

4.   Names of Interdisciplinary courses and the departments/units involved: BBA(Bachelor of Business Administration) &   B.Com (H) (Bachelor of Commerce)

5.   Annual/semester/choice based credit system(programme wise): Semester

6.   Participationofthedepartmentinthecoursesofferedbyotherdepartments: Department of IT and Communication

7.   Coursesincollaborationwithotheruniversities,industries, foreign institutions, etc.: NIL

8.   Detailsofcourses/programmesdiscontinued(ifany)withreasons: BBA(B&I) (Bachelor of Business Administration- Banking & Insurance)

9.   NumberofTeachingposts

	Sanctioned	Filled	Vacant
Professors	04	Nil	04
AssociateProfessors	08	03	05
Asst.Professors	24	21	03

10.   Facultyprofilewithname,qualification,designation,specialization,(D.Sc./D.Litt. /Ph.D./M.Phil.etc.,)

S.No.	NAME	QUALIFICATION

1	PRAMOD KUMAR NAYAK	MBA, UGC-NET,PHD pursuing
2	RATIKA MALHOTRA	MBA, UGC-NET/JRF
3	Dr. VANDANA MALVIYA	PHD,MBA,BBA, ADVANCE CERTIFICATION IN BEHAVIOURAL TESTING, MA(ECONOMICS) pursuing
4	Dr. SHAILY SAXENA	PHD,MBA
5	MAHTAB ALAM	UGC-NET(MGMT), MBA,BBA
6	SARITA CHAWLA	M.PHIL (International studies, pol. Science)
7	Dr. JASPREET KAUR	PHD, M.PHIL,B.Sc
8	MADHU RUHIL	UGC-NET, MBA(Finance),B.COM
9	AMBANI RATHUR	UGC-NET, MBA(Finance and Human Resource),B.COM,E-Commerce(Advanced Diploma)
10	SapnaThukral	UGC NET(Management) MBA(Human Resource and Finance) and BBA
11	Kanikasharma	MSc(Operational research) Maths(Hons.)
12	Upasanagutt	UGC NET(Commerce) Mcom and Bcom(H)
13	IshleenKaur	UGC NET(Management) MBA(Human Resource and Finance) and MBA(HR) B.Com(P)

14	KhushbooGautam	UGC NET(Commerce) Mcom and Bcom(H)
15	NamrtaYadav	UGC NET(Commerce) Mcom and Bcom(H)
16	NishantVerma	Master in Marketing Management
17	Niharika	Master in Marketing and Human Resource Management
18	Deepika Bhatia	M.Phil(Management), M.B.A., Pursuing P.H.D
19	MansiChadha	M.B.A(Finance)
20	SakshiGoel	UGC-NET, M.B.A, B.B.A, Pursuing Phd
21	HImanshiMehra	B.Com, MBA
22	SwatI Sharma	B.Com, MBA
23	Priya	B.Com, MBA
24	Sonali Sharma	UGC-NET (Management), MBA (Finance&HR), B.Com
25	Vaishali Sharma	UGC-NET (Management), MBA (Finance&IB), B.Com(H), BBA, Pursuing Phd
26	AartiSuryavanshi	Masters in Business Economics (MBE), B.com, B.ed and PGDBA, Pursuing Phd.
27	Sagunakhajuria	BE(Instrumentation and Control) MBA(Marketing and Information Technology)

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11. Listofseniorvisitingfaculty

12. Percentageoflecturesdeliveredandpracticalclasseshandled(programmewise) bytemporaryfaculty

13. Student-TeacherRatio(programmewise): 20 into 1

14. Numberofacademicsupportstaff(technical)andadministrativestaff;sanctioned andfilled

15. QualificationsofteachingfacultywithDSc/D.Litt/Ph.D/MPhil/PG.
Ph.D-3
M.Phil-2
PG-19

16. Numberoffacultywithongoingprojectsfroma)Nationalb)Internationalfunding agencies andgrantsreceived: NIL

17. Departmentalprojectsfundedby DST-FIST;UGC, DBT, ICSSR,etc.andtotalgrantsreceived: NIL

18. ResearchCentre/facilityrecognizedbytheUniversity: NIL

19. Publications:

∗ a) Publicationperfaculty

∗ Numberofpaperspublishedinpeerreviewedjournals(national/ international)byfacultyandstudents

∗ NumberofpublicationslistedinInternationalDatabase(For Eg:WebofScience,Scopus,HumanitiesInternationalComplete,Dare Database-InternationalSocialSciencesDirectory,EBSCOhost,etc.)

∗ Monographs

∗ ChapterinBooks

∗ BooksEdited

∗ BookswithISBN/ISSNnumberswithdetailsofpublishers

∗ CitationIndex

∗ SNIP

∗ SJR

∗ Impactfactor

∗ h-index

20. Areasofconsultancyandincomegenerated: NA

21. Facultyasmembersin

a) Nationalcommitteesb)InternationalCommitteesc)Editorial

Boards-.Nil

22. Studentprojects

a) Percentageofstudentswhohavedonein-houseprojectsincludinginterdepartmental/programme: 100Percent

b)

Percentageofstudentsplacedforprojectsinorganizationsoutsidetheinstitutioni.e.inResearchlaboratories/Industry/ otheragencies: 100Percent

23. Awards/Recognitionsreceivedbyfacultyandstudents

24. Listofeminentacademiciansandscientists/visitorstothe department- 16 (July2015-June 2016)

List of Worshops/Seminars and PD sessions for students from Jan 2016 to Dec 2016

S.No.	Name of the Company	Person Visited	Date of Visit	Purpose
1	Sri SathyaSai SevaOrganisation.	Mr.Anindya(Head trainer,FedEx)	25/1/16	Life skills in management
2	Apeejay Institute of Management	Mr.Etinder Singh(Professor)	28/1/16	Career options after graduation
3	Management Development institute Singapore	MrPankaj (MDIS, New Zealand)	9/2/2016	International higher
4	Art of Living	MsAditi (Communication Head)	12/2/2016	Medication for faculty
5	Pearl Academy	Mr.VarunKakkar and Ms.Bhavna	16/2/2016	Future in Fashion Industry
6	Chart pro education	Mr.VarunVohra	19-2-2016	Stock market In India
7	Sri SathyaSai SevaOrganisation.	Mr.Anindya(Head trainer,FedEx)	23-2-2016	Life skills in management
8	Ansal University	Dr.PujaChhabra(Professor,Ansal university)	10/3/2016	Future perspects (Mgmt)
9	ITS Ghaziabad	Prof NitinSaxena(Prof,ITS)	21/3/2016	Management Quiz
10	Landmark Institute	Mr.RChadda	17/3/2016	Future prospects BCA
11	SRInsuretech	Mr.VishwasTyagi	22/3/2016	Insurance Quiz
12	IBS	Dr.NidhiTak	3/9/2016	Teacher's Day Competition

13	University of Cincinnati	Dr.Debasis Pal	19/9/2016	Foreign education
14	IMS	Mr.Aditya Kumar	21/9/2016	Competition exams
15	JIMS Kalkaji	Ms.JyotiKukreja	4/10/2016	Skills of GD
16	Jaipuria Institute of Management		14/10/2016	Management quiz
17	NIESBUD	Mr.RajivRanjan	22/9/2016	Entrepreneurship development

25.Seminars/Conferences/Workshopsorganizedandthesourcesoffunding: (Self Financed)

Co- Curricular Activities conducted by the Institution		
1	**Conference:**	**Date**
a.	6th National Conference on "Digital India: Recent Paradigm shift in IT, Media and Management"	19th Mar, 2016
2	**Seminars:**	**Date**
a.	Seminar on Entrepreneurial-Digital Marketing was organised by IMS. [Guest speaker - Mr.UjjalChugh]	16th Nov, 2015
b.	Seminar on Medication for faculty was organised by Art of Living [Guest speaker -Ms. Aditi (Communication Head)]	12th Feb, 2016
c.	Seminar on Stock market In India was organised by Chart pro education [Guest Speaker - Mr.VarunVohra]	17th Feb, 2016
3	**Workshops:**	**Date**
a.	Workshop was organised on the topic "Personality Development" by Freelance Soft skills trainer. [Ms.Upma Kumar(Life skills Trainer)]	16th Sept, 2015
b.	Workshop was conducted on the topic "Corporate Social Responsibility" by Bajaj Finance. [Guest speaker - Mr.Anubhav]	14th Oct, 2015
c.	Pearl Academy conducted a workshop on "Photography" for BA(JMC) Faculties & Students. [Guest Speaker - Ms.RohitDhingra (Assistant Professor)]	21st Mar, 2016
4	**Faculty Development programme:**	**Date**
a.	5 day Faculty Development programme was conducted on "Statistical Research technique" by IMS	27th - 31st Dec, 2016

5	**Skill Development programme:**	**Date**
a.	An 8 module Short term- Skill Development programme was organised by Sri SathyaSaiSevaOrganisation by Mr. Anindya (Head trainer,FedEx)	15th Oct 2015, 25th Jan 2016, 23rd Feb 2016, 25th Feb 2016, 5th Mar 2016, 17th Mar 2016
b.	Skill Development programme was conducted by Microsoft Office Specialist Certification - Classroom License	22nd Oct, 2015

26.   Student profile programme/coursewise:

*M=Male *F=Female

27.   Diversityof Students

Nameofthe Course	%of students fromthesam estate	%ofstudentsfro motherStates	%of students from abroad
BBA	95	5	NIL
B.Com	86	14	NIL

28.

   HowmanystudentshaveclearednationalandstatecompetitiveexaminationssuchasNET,SLE
   T,GATE,Civilservices,Defenseservices,etc.?
   Defense service-2

29.   Studentprogression

Student progression	Against%enrolled
UGtoPG	30
PGtoM.Phil.	Nil
PGtoPh.D.	Nil
Ph.D.toPost-Doctoral	Nil
Employed •Campusselection •Other than campus recruitment	28 11 * 39
Entrepreneurship/Self-employment	02

* Placement Record for the Year 2015-16

30.DetailsofInfrastructuralFacilities a) Library

YEAR	Booksadded	CostofBooks (Rs.)	TotalBooks
2014-15			435 titles
2015-16	117		552 titles
2016-17	0		552 titles

   b)InternetFacilitiesforstaffandstudents:TheTrinity Institutehasfull-fledged
     wiredaswellWiFifacilityforInternet.
   c)ClassroomswithICTfacilities:Nil.

d) Laboratory: Trinity Institute hasthree Computer labs with 175 computers

31.Numberofstudentsreceivingfinancialassistance

     fromTrinity Institute,university,

     governmentorotheragencies

32.   Details on student enrichmentprogrammes(speciallectures/workshops/ seminar)withexternalexperts: Documents enclosed

S.No	Name of the Company	Person Visited	Date of Visit	Purpose
1	Freelance Soft skills trainer	Ms.Upma Kumar(Life skills Trainer)	16/9/15	Personality Development
2	Bajaj Capital Venture group	Mr. Anubhav Sharma (Corporate Relationship Manager),ICFP	14/10/15	Stock Markets
3	Sri SathyaSaiSevaOrganisation.	Mr.AmitSood(AVP with TIL Ltd)	15/10/15	Life skills in management
4	Apeejay Institute of Management	Ms.Hira Roy(Assoprof,Apeejay institute)	29/10/15	Interview skills
5	JIMS,Kalkaji	Ms.Manisha(Assistant prof,JIMS)	18/11/15	Entrepreneural Skills
6	Interview Skills	Ms.Hira Roy(Associate Professor,Apeejay Institute of Management)	29/10/ 2015	Interview skills
7	IMS	Mr.UjjalChugh	16/11/2015	Digital Marketing
8	Sri SathyaSai SevaOrganisation.	Mr.Anindya(Head trainer,FedEx)	25/1/16	Life skills in management
9	Apeejay Institute of Management	Mr.Etinder Singh(Professor)	28/1/16	Career options after graduation
10	Management Development institute Singapore	MrPankaj (MDIS, New Zealand)	9/2/2016	International higher
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14	Sri SathyaSaiSevaOrganisation.	Mr.Anindya(Head trainer,FedEx)	23-2-2016	Life skills in management
15	Sri SathyaSaiSevaOrganisation.	Mr.Anindya(Head trainer,FedEx)	25-2-2016	Life skills in management
16	Sri SathyaSaiSevaOrganisation.	Mr.Anindya(Head trainer,FedEx)	5/3/2016	Life skills in management
17	Sri SathyaSaiSevaOrganisation.	Mr.Anindya(Head trainer,FedEx)	7/3/2016	Life skills in management

18	Art of Living	MsAditi (Communication Head)	8/3/2016	Medication for faculty
19	Ansal University	Dr.PujaChhabra(Professor,Ansal university)	10/3/2016	Future perspects (Mgmt)
20	Landmark Institute	Mr.RChadda	17/3/2016	Future prospects BCA
21	ITS Ghaziabad	Prof NitinSaxena(Prof,ITS)	21/3/2016	Management Quiz
22	Pearl Academy	Ms.RohiDhingra(Assistant Professor)	21/3/2016	Photography techniques
23	SRInsuretech	Mr.VishwasTyagi	22/3/2016	Insurance Quiz

33.TeachingMethodsadoptedtoimprovestudentlearning:

1) Interactive Classroom teaching methodology

2) Class presentations & group discussions on Recent Industrial trends.

3) Remedial classes for slow learner to keep their motivation & morale high.

4) Upgrade the knowledge of students through Industrial visits & study tour.

5) Student's feedback for improvement of teaching methods as per their understanding.

6) Intra and Inter departmental competition for academic wellbeing.

34.ParticipationinInstitutional social responsibility (ISR)andExtension activities:

ThefacultymembersofthedepartmentareinvolvedinEcoClubcommitteeoftheTrinity Institutewhich reinforce organizing of special event or activity concerning the healthy &ecofriendly environment

35. SWOC ANALYSIS OF DEPARTMENT AND FUTURE PLANS

Strength

- Updated with newly developed concepts in management and commerce
- Updation of recent Industry trends.
- Group Discussion and Personality development .
- Diversified specialization with enrichment of knowledge.
- Adoption of case based teaching methodology in class room.
- Coordination with other departments for inter disciplinary activities.
- Well-equipped class rooms and Computer laboratorieswith updatedsoftwares.
- Research orientation of faculty members.

Weakness

- Less Exposure towards global management curriculums and Industry Integration.

Opportunities

- Participation in Research workshops and conferences.
- Associationwiththe Industry for keeping self-updated of the technicalities and current.
- Enhancement of skills and creativity by organizing various activities and events.

Challenges

- To develop the student centric learning approach
- Moral development among students with professionalism
- To maintain balance between slow and fast learners.
- To find core strength of the students and to polish it.

FUTUREPLANS
- Updation of curriculum to cope up with the changing environment & industry demand.
- To develop students best fit in Industry and society as well.
- To increase the research activities in the Department.
- . To encourages students to participate in the workshops, conferences etc
- To organize student enrichment and teacher enrichment programs.

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