



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

## **THAKUR RAMNARAYAN COLLEGE OF ARTS AND COMMERCE**

THAKUR RAMNARAYAN EDUCATIONAL CAMPUS, S. V. ROAD, DAHISAR  
EAST MUMBAI 400 068

400068

[www.trcac.org.in](http://www.trcac.org.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**November 2023**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Thakur Ramnarayan College of Arts & Commerce, established in 2018 by Thakur Educational Trust, aims to give students a great education and a place to grow. The Institute wants them to find their passions, succeed, and make a positive impact on the world.

Affiliated with the University of Mumbai, the institute is right in the suburban area of the city with more than 2,600 students. With leaders like Chairman Shri V.K. Singh, Incharge Trustee Shri Jitendra R. Singh, and Trustee Shri Ramesh Singh, the institute offer various undergraduate courses like B.A. with specializations in Psychology, History and Economics, B.A.M.M.C. with specializations in Journalism and Advertising, B.Com, B.Com (A&F), B.M.S., B.Sc (I.T.) and B.Sc (C.S)..

Our focus isn't just on textbooks. We want to give students skills they can use in jobs and in life. Whether it's in the classroom or through other activities, we're here to help students develop in every way. Our Internal Quality Assurance Cell (IQAC) makes sure we keep up high standards in everything we do.

We believe in a balanced approach to education. It's not just about studying; it's about everything that helps a person grow. That's why we have a mix of regular classes, extra activities, and fun events. We want students to be ready for success and to lead a fulfilling life.

Thakur Ramnarayan College is more than a place to study; it's a community where students can learn, grow, and prepare for a bright future.

### **Vision**

To be a leading institution of higher education contributing to societal development through holistic approach towards learning.

### **Mission**

To nurture and sustain academic excellence by imparting quality education to develop a community of intellectuals with professional skills and ethical values.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### **Institutional Strength**

**Diverse Course Offerings:** The institute offers a wide range of degree programs, catering to various academic interests and career paths.

**Dynamic Faculty:** The institute boasts a team of young and dynamic professors who excel in their respective

fields.

**Strategic Location:** Being situated in suburban Mumbai provides access to a vibrant off-city crowd with numerous internship and job opportunities for students.

**Modern Facilities:** The institute is equipped with state-of-the-art classrooms, libraries and computer lab along with a seminar hall, a conference room and a media lab.

**Community Engagement:** Engaging with the local community through outreach programs has enhanced the institute's reputation and social impact.

### **Institutional Weakness**

**Space Constraints:** Despite modern facilities, overcrowding and limited space can be an issue in a densely populated city like Mumbai.

**Limited Autonomy:** In respect of introduction of new programmes and development course curriculum under affiliation system.

**High Cost of Living:** Mumbai's high cost of living can be a deterrent for students from less affluent backgrounds.

**Competition:** There are several other renowned institutes and universities in Mumbai, leading to intense competition for students and faculty.

### **Institutional Opportunity**

**Industry Partnerships:** Possibility of greater tie-ups with industry and institutions of excellence at local and regional level for offering employment oriented programmes.

**Research Opportunities:** More focus on research and innovations, especially applied research in the fields of Commerce and Management.

**Alumni Network:** Institute is fairly new and in process of building an active alumni network which can provide valuable connections, mentorship, and support to current students.

### **Institutional Challenge**

**Changing Demographics:** Shifting demographics in Mumbai may affect student enrollment patterns.

**Changing Expectations:** Changing expectations of students and other stakeholders due to changing higher education scenarios in the country.

**Competitive Examinations:** Encouraging students for competitive examinations is a huge challenge for the institute and the mentors.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

- The institute adheres to the prescribed curriculum of University of Mumbai ensuring effective delivery through ISO 21001-2018 procedures. The academic calendar is collaboratively designed, incorporating stakeholders, resource assessments, and teaching plans generated by faculty. Teaching implementation is monitored through faculty diaries, and feedback form collected from students. Continuous Internal Evaluation includes two internal exams and semester-end exams, with regular monitoring. Operations and teaching methods are reviewed at the end of each semester by the IQAC.
- Total 188 online NPTEL, COURSERA, Value Added and Certificate Courses, leading to the award of Certificates, has been offered by the institute, with a total of 1356 students having benefited from these courses.
- Online NPTEL, COURSERA, Value Added and Certificate Courses have been undertaken and completed by 18.20% of students over the past five years.
- The University of Mumbai's prescribed curriculum is followed by the institute, which incorporates cross-cutting issues such as professional ethics, gender sensitization, human values, and environmental sustainability across various programs. These issues are addressed through subjects and activities in the curriculum, fostering awareness and understanding among students as part of a holistic education approach.
- Project works across all programs were undertaken by a total of 929 students, which accounts for 40.40% of the students in all the programs during the last academic year 2022-23.
- Feedback from various stakeholders, including students, teachers, employers, alumni and parents has been collected by the institute regarding the academic performance and ambiance of the institute. The feedback analysis and Action Taken Report are then communicated to the relevant bodies. Furthermore, the feedback, its analysis, and action taken reports are hosted on the institution's website for transparency and accessibility.

### Teaching-learning and Evaluation

- Our institute recognizes the pivotal role that teaching, learning, and evaluation play in the growth of any educational institution. We are committed to providing value-based education combined with practical learning, employing appropriate and innovative strategies.
- Our admission process is transparent and adheres to the guidelines set by the University of Mumbai and the Government of Maharashtra. Over the past five years, we have admitted 3,461 students into various courses. The Admission Committee oversees the fair and transparent admission procedures and offers

counseling support to students throughout the admission process. We follow the "Academic Calendar" established by the Teaching-Learning Process to organize all institute activities.

- Our institute boasts a dedicated teaching faculty comprising 50 members, with 1 permanent faculty member, 1 librarian, and 48 full-time faculty. Additionally, we have 21 non-teaching staff members.
- We have implemented a robust and transparent evaluation system, which is evident through the Examination Committee's operation, the evaluation process, and the grievance redressal mechanism. The institute has had good students' pass percentage around 1424 during the last five years which justifies effective teaching-learning and evaluation mechanisms. We adhere to the Choice Based Credit System (CBCS) and align our evaluation processes with the University of Mumbai's guidelines.
- To support student learning, we offer remedial teaching for those who require extra assistance. Various departments organize value-added courses to provide additional knowledge to students. Our dedicated teachers employ interactive and innovative teaching methods to enhance the overall development of our students. We prepare teaching plans, promote ICT-based learning, update teaching methodologies, and encourage co-curricular and extracurricular activities for student improvement. We take pride in our students' development, including their research publications in national and international journals. Various departmental competitions, such as poster making, essay writing, poetry reading, seminars, and elocution competitions, are regularly conducted.
- Our evaluation process includes seminars, projects, oral tests, home assignments, and tutorials, with ICT facilities supporting real-time project participation.
- We measure the achievement of Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) through Continuous Internal Evaluation (CIE), internal assessments, semester-end assessments, and course exit surveys to summarize student feedback.

### **Research, Innovations and Extension**

- The institute has an ecosystem for innovation, where research and invention blends and aids in the transformation of information and knowledge among faculty and students via the Research & Development Cell, Intellectual Property Rights (IPR) Cell and the Entrepreneur Development Cell. The institution has established its first campus start-up, "GO SHOONYA - Neutrality Redefined". Students under the guidance of faculty members participate in Avishkar – a State Level Research Convention.
- Institution has organized 5 workshops and 4 seminars on IPR awareness, inculcating research culture and boosting entrepreneurship skills.
- Faculty members have published 01 research paper in UGC CARE, 04 in Scopus and 02 in Web of Science.
- Faculty members have authored 45 books/chapters in McGraw Hill Education, S Chand, National and International conference proceedings etc.
- The N.S.S. unit has organised 143 outreach and extension activities in collaboration with many

Governmental and non-governmental organizations. These activities include Blood Donation, Health Care Activities, Polio Vaccination Drive, Nature Conservation, Disaster Management, Police Mitra, Vaccination Drive, Gender Equality, Tree Plantation etc.

- The N.S.S. unit has won 08 awards, 19 certificates, 04 recognition letters for their distinctive contribution in various social cause by many Governmental and non-governmental organizations.
- The institute has 02 functional MoUs with TNS India Foundation and Indian Development Foundation related to on-job-training, career fair, training programs and placements.

### **Infrastructure and Learning Resources**

- In accordance with the regulations set forth by the Maharashtra government, our institute is proud to have a nine-story campus that is furnished with classrooms, labs, and a library, among other necessities. To encourage complete development, we provide an abundance of extracurricular activities, including a live band room, cultural rooms, and a gymnasium. Our advances in technology, such as Google Classroom, enhance learning.
- Over the last five years (2018–19 to 2022-23) the total amount spent on infrastructure development and augmentation, excluding salaries, came to INR 147.95 lakhs. The amount spent on infrastructure development and augmentation was 7.30% of the overall amount for five-year.
- Our college has a well-stocked Learning Resource Center with 2,424 books, 10 periodicals, and 5 newspapers. ILMS KOHA is used to automate the library. Through N-List, we have access to 6,000 online journals and 31,35,000 e-books. Our library is frequently utilized, with a daily usage rate of 2.22% in the academic year 2022-2023.
- In order to enhance the teaching and learning experience, we have invested many IT resources like projectors and software applications. We ensure a safe and pleasant environment by putting a major emphasis on cybersecurity and the usage of security cameras. In addition, we offer high-speed internet access, encouraging efficient and accessible learning.
- In the most recent academic year that has ended, 2022–2023; 2,299 pupils had access to 119 computers. The end ratio of students to computers was 19.31:1. According to this ratio, there were, on average, 19.31 pupils for each computer that was made accessible for student use during the last completed year.
- The percentage of money spent over the previous five years for upkeep of the academic and physical support infrastructure—apart from salaries—was determined. Over the course of the five-year period, INR 235.83 lakhs were spent on these purposes; nevertheless, INR 2027.52 lakhs were spent overall—salaries excluded. Consequently, it was discovered that 11.63% of all non-salary expenditures were allocated to maintenance facilities.

### **Student Support and Progression**

- In the last five years, a total of six students have benefited from scholarships and freeships provided by the institution, government, non-government bodies, industries, individuals, and philanthropists.
- The institution conducted nine activities focused on enhancing students' capabilities through capacity development and skill improvement initiatives.
- The college offered three valuable seminars for guidance on competitive examinations and fifteen career counseling sessions to the students to help them excel in competitive exams and make informed career choices.
- The institution addresses student grievances, including cases of sexual harassment and ragging, which handles and resolves complaints from students, emphasizing a safe and respectful campus environment. No sexual harassment cases were reported.
- The institution was effective in assisting students in securing job opportunities and advancing their education upon graduation. Specifically, 163 students were successfully placed and progressed for higher education.
- Over the last five years, our college has showcased outstanding academic excellence, exemplified by the exceptional achievements of two students who excelled in examinations at the state, national, and international levels.
- In the last five years, a student garnered medals and accolades for outstanding achievements in sports, specifically at the zonal level.
- Students participated in a total 18 events/competitions within the last five years, reflecting their active involvement and engagement in extracurricular activities associated with sports and culture.
- The college is supported by an Alumni Association, which actively contributes to the institution's progress by offering support and/or various support services. This engagement with alumni positively influences the growth and advancement of the institution.

### **Governance, Leadership and Management**

- At Thakur Ramnarayan College of Arts and Commerce, our commitment to institutional governance and leadership is evident through a well-structured governance system aligned with the vision and mission. Thakur Ramnarayan College of Arts & Commerce (TRCAC) is “ISO 21001:2018 certified” and follows the ISO 21001 International Standard Educational Organization Management systems (EOMS) for institutional governance.
- The institute has a well-structured organogram which is instrumental in the smooth realization of the short term and long term goals of the institutions’ strategic / perspective plan. The institute has well-organized processes as per the EOMS manual, which contribute to its overall efficiency and effectiveness in achieving the vision. The College has adopted e-governance in nearly all of its administration work, right from finance, administration, student support and admission to examination.

- The institute has an efficient performance appraisal system in place. It offers comprehensive welfare measures for both teaching and non-teaching staff such as Provident Fund, accommodation etc. Since its inception, the institute has encouraged teaching and non-teaching staff to participate in various avenues of career progression and professional development such as conferences, faculty development programmes, training programmes etc. Over 60 staff members have participated in such programmes and conferences over the last five years.
- The institution employs various strategies to mobilize funds, including student fees, scholarships, and departmental requests for non-budget expenditures. The institute has not received any funds from any government/non-government bodies in the last five years. Internal and external financial audits are conducted at periodic intervals.
- The Internal Quality Assurance Cell (IQAC) at Thakur Ramnarayan College is pivotal in fostering a culture of quality assurance in education. Major quality initiatives institutionalized by IQAC during the period are ICT integration into teaching and learning, introduction of OBE, ISO and Academic Audit, as well as preparation of institute for NEP implementation. Regular meetings of the Internal Quality Assurance Cell (IQAC) have been conducted to ensure continuous improvement. Quality enhancement measures are identified and executed through IQAC meetings. Furthermore, collaborative quality initiatives are pursued in partnership with other institutions, fostering a commitment to excellence and best practices in education.

### **Institutional Values and Best Practices**

- The primary objective of ensuring safety and security for all students on the campus is considered by the institution. A safe and secured environment is provided to all through the provision of CCTV surveillance, a secured compound wall, common rooms, and grievance committees for various issues.
- Various initiatives for the promotion of gender equity, like sensitization campaigns, training, workshops, and programs, are taken by the institution. Equal importance is given to offering the comfort of finding a student-friendly learning atmosphere as well as providing succor to the distressed through facilities such as counseling and guidance.
- An integrated sustainable waste management approach has been established by the college to minimize solid, liquid, and e-waste. Efforts for carbon neutrality, plantation, and waste management within and beyond the campus have been undertaken by the NSS unit of the institution. The use of LED bulbs and other eco-friendly products with star ratings has minimized power consumption. Quality audits on the environment and energy are carried out from time to time.
- A barrier-free environment is created by the institution by providing ramps, washrooms, assistive technology, human assistance, scribes, and reading material for the differently abled. An attitude of tolerance and inclusiveness towards linguistic, cultural, communal, and socioeconomic diversities is promoted by the institution. Initiatives like voting awareness rallies are undertaken by the NSS unit. Value-based programs are conducted to sensitize students and employees to constitutional obligations.
- A barrier-free environment is created by the institution by providing ramps, washrooms, assistive technology, human assistance, scribes, and reading material for the differently abled. An attitude of tolerance and inclusiveness towards linguistic, cultural, communal, and socioeconomic diversities is



promoted by the institution. Initiatives like voting awareness rallies are undertaken by the NSS unit. Value-based programs are conducted to sensitize students and employees to constitutional obligations.

Two Best Practices identified by the institute are -

### **1. Employability Skill Enhancement Training Model for Students**

The training model emphasizes the evolving employment landscape, recognizing the imperative to equip students with practical skills and knowledge to thrive in a highly competitive job market. With a focus on developing essential job-related competencies such as communication, problem-solving, teamwork, and adaptability, this model seeks to bridge the gap between academic learning and real-world application.

### **2. Community Engagement through Extension Activities**

Apart from imparting theoretical and practical education, it is crucial to establish a connection between knowledge and societal development. This involves nurturing a commitment to community service and volunteerism among students, fostering their development as responsible citizens who are attuned to the needs of their society.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	THAKUR RAMNARAYAN COLLEGE OF ARTS AND COMMERCE
Address	Thakur Ramnarayan Educational Campus, S. V. Road, Dahisar East Mumbai 400 068
City	Mumbai
State	Maharashtra
Pin	400068
Website	<a href="http://www.trcac.org.in">www.trcac.org.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Ravish Ramsagar Singh	022-28281200	9029026799	022-28281300	naac@trcac.org.in
IQAC / CIQA coordinator	Vaqar Athar Bubere	091-9029026799	9833038898	022-28281300	iqac@trcac.org.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	Yes <a href="#">Minority Status.pdf</a>
If Yes, Specify minority status	
Religious	
Linguistic	Hindi
Any Other	

<b>Establishment Details</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Maharashtra	University of Mumbai	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC				
12B of UGC				
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
No contents				

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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Thakur Ramnarayan Educational Campus, S. V. Road, Dahisar East Mumbai 400 068	Urban	1.49	4064.71

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/ Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BA,Arts	36	XII Pass	English	144	144
UG	BA,Arts	36	XII Pass	English	120	116
UG	BCom,Commerce	36	XII Pass	English	144	141
UG	BCom,Commerce	36	XII Pass	English	288	271
UG	BMS,Commerce	36	XII Pass	English	144	142
UG	BSc,Science	36	XII Pass	English	144	144
UG	BSc,Science	36	XII Pass	English	144	144

### Position Details of Faculty & Staff in the College

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	1				0				49			
Recruited	1	0	0	1	0	0	0	0	14	35	0	49
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>						
	<b>Male</b>		<b>Female</b>		<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government						0
Recruited	0		0		0	0
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						21
Recruited	15		6		0	21
Yet to Recruit						0

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

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	14	34	0	48
UG	0	0	0	0	0	0	0	0	0	0

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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	0	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	591	32	0	0	623
	Female	457	22	0	0	479
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	13	13	5	8
	Female	7	9	4	10
	Others	0	0	0	0
ST	Male	2	0	0	0
	Female	0	1	0	0
	Others	0	0	0	0
OBC	Male	26	21	5	9
	Female	17	25	9	8
	Others	0	0	0	0
General	Male	271	160	169	134
	Female	192	152	130	134
	Others	0	0	0	0
Others	Male	260	202	192	212
	Female	187	138	149	145
	Others	0	0	0	0
Total		975	721	663	660

**Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	Multidisciplinary and interdisciplinary learning is implemented through webinars, seminars, and certification courses, promoting collaboration among students and faculty. Guest lectures, and training
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	<p>sessions are conducted to educate the learners in disciplines other than their own and their relevance. The institute also offers interdisciplinary and multidisciplinary courses to students as per University of Mumbai guidelines.</p>
2. Academic bank of credits (ABC):	<p>A collaboration with "NAD Digi locker", that streamlines credit verification and ensures the recognition of the learners earned credits has been established by the institute. Due to this, it has been made mandatory for students to register with the ABC.</p>
3. Skill development:	<p>Skill development across arenas is ensured by the institute through several pedagogies like SWAYAM-NPTEL courses, The National Service Scheme (NSS), internships, and developing entrepreneurial skills through seminars, lectures and webinars. Appearing for SWAYAM-NPTEL courses is made mandatory for students to upskill them in both soft and hard skills. Entrepreneurship Development Cell (EDC) has been established expressly to produce graduates equipped with skills for entrepreneurship . The Placement Cell takes the onus to provide students with necessary internship experience in relevant fields. Refining organizational abilities like leadership, management, and social responsibility is achieved through the National Service Scheme (NSS).</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Regional languages like Hindi and Marathi are made use of in class to cater to learners who have received formal education in regional languages. Occasions like Hindi Bhasha Divas and Marathi Bhasha Diwas are celebrated by conducting activities like essay, and poetry writing, elocution, storytelling, and debates to spur learners' interest in Indian languages. Food Festivals are also organised to stimulate an appreciation for Indian Culture and Cuisine. Hindi has also been made a mandatory subject for learners' of the first-year Bachelor of Arts program. The College also organises activities like 'Veer Gatha'; to remember our freedom fighters, antiquities exhibitions, and a traditional day for the entire staff.</p>
5. Focus on Outcome based education (OBE):	<p>Course Outcomes (CO), Program Outcomes (PO), and Program Specific Outcomes (PSO) have been incorporated into the courses to lay the foundation of Outcome Based Education (OBE) by the institute.</p>

	The outcomes are designed by the respective faculty member by referring to Revised Bloom's Taxonomy and are then mapped with Program outcomes of respective Programmes. To measure the students' learning from each course, attainment of course outcomes and program outcome is calculated and assessed rigorously.
6. Distance education/online education:	Self-paced and independent learning is achieved by leveraging tools such as N-LIST by Infflibnet, JSTOR, and NDLI. The college offers specially designed educational materials for teaching and learning purposes. The institute has proactively made a shift to accommodate hybrid learning by utilising platforms like Zoom, Google Meet, Google Forms, and Google Workspace for exams and virtual classrooms. Google Classroom is also utilised to share notes and assignments for faculty-learner interaction and content sharing.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	On 16th October, 2021, an Electoral Literacy Club with the aim of providing students with the knowledge and resources they need to effectively engage in the electoral process has been established by Thakur Ramnarayan College of Arts and Commerce.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	A Committee of students headed by a faculty member makes up the board of the ELC and actively performs functions to promote exercising of electoral rights. It has been ensured that the student members of the committee are from diverse socio-economic and educational backgrounds.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior	The ELC regularly arranges awareness campaigns and voter literacy programmes. Voter registration programs are also conducted.

<p>citizens, etc.</p>	
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Students of the college conduct regular voter awareness drives in areas near the college to encourage citizens to exercise their electoral rights. These Campaigns aim to maximize voter participation and involvement from all sections of the society.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The ELC regularly conducts Voter Registration drives and Voters' Rights Awareness campaigns to enroll new students in the electoral process.</p>

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
975	721	663	660	442

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 2 Teachers

#### 2.1

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

Response: 54

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
32	15	14	18	11

### 3 Institution

#### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
700.36	525.15	447.38	257.76	96.87

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

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

##### **Response:**

The UG curriculum prescribed by the University of Mumbai is followed by the institute. Effective curriculum delivery is ensured by the Institution through a well-planned and documented process in the Procedure Manual of ISO 21001-2018 Educational Organizations Management System.

##### **Curriculum Planning**

The academic calendar of the Institution is prepared by the Teaching Learning Committee in line with University Guidelines prior to the commencement of every semester, specifying the duration of the semester, and the date of commencement and end of the semester. It is prepared 15 days prior to the commencement of the semester and is disseminated to the students through notices.

The stakeholders, including the Principal, Chairperson Examination Committee, and Faculty In-charge of Teaching and Learning Process are involved in the preparation of the academic calendar. At least 2 weeks before the end of the previous semester, the requirement of various resources for each semester is assessed and suggestions for the same are invited from teaching and non-teaching staff.

At the beginning of every semester, semester-wise teaching plans for theory and practical are prepared by faculty members. The validation of teaching plans is done by the Principal at least 2 days before the commencement of the semester.

##### **Curriculum Delivery**

A faculty diary is maintained by each faculty member, containing the timetable, workload, semester teaching plan, actual teaching units, and daily teaching plan. This helps to monitor if the teaching plans have been successfully implemented, which is further verified through student feedback on teachers. The faculty diary is monitored on a weekly basis by the concerned coordinators, which is further examined by the Principal.

Before the 5th of every month, a Syllabus Coverage Report and Defaulter List are prepared. The syllabus completion report is submitted to the Principal through the Teaching Learning committee. The Defaulter List is prepared by the class teacher and is hosted on the website and notice board.

##### **Continuous Internal Evaluation (CIE)**

The knowledge, understanding and skills attained by students are periodically and systematically

assessed and evaluated through a process of Continuous Internal Evaluation (CIE).

For all Self-Financed Programs as well as B.A. and B.Com Programs, two internal examinations are conducted. The first internal examination covers 50% of the syllabus, and the second internal examination covers the remaining 50%.

IA-I is normally scheduled in the 7th week of the semester, and the result is declared in the 9th week. IA-II is normally scheduled in the 13th week of the semester, and the result is declared in the 15th week.

The Semester End Examination is conducted during the 16th-17th week of the semester, as per University guidelines. The conduct of Practical Examination (IT & CS) is arranged during the 18th week of the semester. The results of the Semester End Examination are declared within 45 days from the last day of examination.

The compliance related to the various components of CIE is monitored monthly by the Principal. At the end of every semester, the teaching learning process, structures and methodologies of operations are reviewed by IQAC.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 23

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

### 1.2.2

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

**Response:** 17.57

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

2022-23	2021-22	2020-21	2019-20	2018-19
595	2	11	0	0

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 1.3 Curriculum Enrichment

#### 1.3.1

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

**Response:**

The prescribed syllabus of the University of Mumbai is being followed by the institution, which involves the inclusion of cross cutting issues pertaining to professional ethics, gender sensitization, human values, environment, and sustainability in all programs. These issues are being addressed in various courses, as described below, with the intention of promoting awareness and understanding of their significance in student education.

#### **Cross Cutting Issues in Transacting the Curriculum**

##### **Professional Ethics**

Professional ethics are concerned with the maintenance of high ethical and moral standards that are governed by a profession and its members. Subjects such as Business communication (F.Y.B.Com), Business Economics (F.Y.B.Com.), Business Law (F.Y.B.Com.(A&F), F.Y.B.M.S.), Communication skills in English (F.Y.B.A.), Media Law and Ethics (S.Y.B.A.M.M.C), Principles of Management (F.Y.B.M.S), Integrating Marketing Communication (S.Y.B.M.S.), Media Planning and Management (T.Y.B.M.S), Communication skills (F.Y.B.Sc I.T) have engaged the students to build a strong professional ethics.



## Gender Sensitization

Sensitivity towards various gender related issues, creation of gender balance is aimed through activities taken under subjects like Foundation Course (F.Y. & S.Y. - across all programs), History of Modern India (F.Y.B.A.), Advertising in contemporary society (T.Y.B.A.M.M.C.), Social Psychology (S.Y.B.A.) in the curriculum.

## Human Values

Human values are core aspects for shaping a better human to survive in society are inculcated through subjects like Foundation Course (F.Y. & S.Y. - across all programs), Developmental Psychology (S.Y.B.A.), Environmental Studies (F.Y.B.Com), Media and Ethics (S.Y.B.A.M.M.C.), Consumer Behaviour (T.Y.B.A.M.M.C.), Advertising in Contemporary society (T.Y.B.A.M.M.C.), Fundamentals of Psychology (F.Y.B.A.), Social Psychology (S.Y.B.A.), Developmental Psychology (S.Y.B.A.), Principles of Management (F.Y.B.M.S.).

## Environmental Issues and Sustainability

Courses like Environmental Studies (F.Y.B.Com), Environmental Economics (T.Y.B.A.), Green Computing (F.Y.B.Sc.-I.T.), Green Technologies (F.Y.B.Sc.CS) and Heritage Tourism (T.Y.B.A.) allowed the students to understand the problems faced by humanity. By including courses and educational materials that cover topics such as sustainability, climate change, renewable energy, and conservation.

## Cross Cutting Issues Transacting Through Different Activities

In addition to its academic curriculum, institution places a strong emphasis on promoting gender sensitivity through wide array of activities designed to raise awareness such as:

- International Mens' Day
- Self-Defence Workshop
- Celebration of National Girl Child Day and International Education Day
- International Womens' Day

TRCAC believes in providing opportunities for holistic development, ensuring that every individual can thrive, irrespective of their gender identity. Through these concerted efforts, the institute aims to contribute to a more gender-sensitive and just society.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**1.3.2**

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

**Response:** 95.28

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

Response: 929

<b>File Description</b>	<b>Document</b>
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**1.4 Feedback System****1.4.1**

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

**Response:** B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

<b>File Description</b>	<b>Document</b>
Feedback analysis report submitted to appropriate bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 73.75

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

2022-23	2021-22	2020-21	2019-20	2018-19
975	721	663	660	442

##### 2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1056	984	1128	985	540

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

#### 2.1.2

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

**Response:** 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
65	69	23	35	24

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

2022-23	2021-22	2020-21	2019-20	2018-19
65	69	23	35	24

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

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 30.47

## 2.3 Teaching- Learning Process

### 2.3.1

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

**Response:**

## **Experiential Learning**

Experiential learning, prioritizing practical experience over theory dissemination, is emphasized by the institute. Student work in content creation, short films, documentaries, and interviews is showcased through TRCAC Films, initiated by the Department of B.A.M.M.C. Competitions such as AAGAZ UTSAV and ECOTSAV, aimed at generating innovative ideas for business development, are organized respectively by the Entrepreneurship Development Cell and the Department of BA. DARBAR Fest, organized by the Department of B.A.M.M.C., imparts comprehensive knowledge about the media, journalism, music, and dance industry. Solasta 2.0, an intra-college fest, sees active participation from students in various departments. Seminars by industry speakers, promoting practical knowledge, are organized by the BMS Department. A Seminar on Mental Health, contributing to the healthy mental lifestyle of students, was organized by the Department of B.A. Veergatha and Antiquitz were organized to create awareness about the historic life of our country, while Kavi Sammelan aimed to raise awareness about the rich cultural heritage.

## **Participative Learning**

Participative Learning methods include increased participation, improved communication skills, and boosted self-confidence. Students actively participate in Placement Cell's training activities organized by the Placement and Higher Education. Faculty members motivate students to enroll in digital platforms like SWAYAM for skill and personality development. The institute has signed MOUs with various industries to enhance training in core fields. Industrial visits and field trips to Chandigarh-Kullu-Manali are organized to develop practical knowledge among students. A field visit to Banganga Tank was organized by the Department of B.A. to create awareness about our historic heritage. Various participative activities, such as Vishwa Paryatan, Diwali of Celebrations, Human Chess Day, Poster Making Competition, Making Memories, Marathi Bhasha Diwas, etc., are organized by the CEEP.

## **Problem Solving Methodologies**

Problem-solving methodologies are employed to assist students in understanding, interpreting, and finding solutions. Flipped classrooms and Micro Teaching are utilized in some departments. Seminars and Workshops organized by the Entrepreneurship Development Cell aim to enhance students' innovation and entrepreneurial knowledge. The case study method is adopted by faculty members in Business Law, Management, and Marketing to guide students in logical thinking, practical knowledge, and problem-solving ability. Faculty members conduct remedial assignments and lectures to improve students' performance in semester-end examinations. Student Mentoring sessions are arranged by faculty members to enhance one-to-one interaction with students and understand their emotional and academic requirements.

## **Use of ICT Tools including online resources**

The Teaching and Learning Process is enhanced through the utilization of ICT tools, including online resources. Google classrooms are created by faculty members to share notes, presentations, assignments, practical journals, and conduct quizzes. Students are encouraged to enroll in online courses and use e-books for learning. Online resources such as Wikipedia, Google Scholar, and Research Gate are used by faculty members for student development. The E-Library, accessed through N-LIST, supports teaching and learning. Updates on examinations, fees, course outcomes, etc., are provided on the institute's website. A TRCAC Application is developed for attendance data for students and parents. The college

organizes webinars on academic topics and counseling sessions for student welfare.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 37.97

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

2022-23	2021-22	2020-21	2019-20	2018-19
66	66	59	35	11

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>

### 2.4.2

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

**Response:** 35.56

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

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

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

## 2.5 Evaluation Process and Reforms

### 2.5.1

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

**Response:**

Comprehensive internal and external evaluations have been initiated by the institute, which is affiliated with the University of Mumbai, as per the university norms. The Choice Based Credit System (CBCS) is followed by the seven programs, where each course is assigned credits based on syllabus content. A student's evaluation is based on Continuous Internal Assessment and Semester End Examinations, with weightages of 25% and 75%, respectively.

For Continuous Internal Assessment, marks are based on two components, with the average of two Internal Assessment Tests (IA-1 & IA-2), are given 80% weightage. Attendance and various innovative pedagogical techniques such as presentations, case studies/projects, assignments, open book tests, and MCQ quizzes are awarded the remaining 20%.

**Transparency in internal / external assessment**

The institute has the examination process framed according to the ISO 21000:2018 International Standards. Two sets of question papers are submitted to the Committee through their respective program coordinators, from which one is randomly selected by the Chairperson. To ensure confidentiality and transparency in assessment, the answer books are anonymized and centrally assessed under the Central Assessment Programme (CAP).

Similarly, at the university level, measures are in place to ensure transparency in examinations. Online transmission of question papers is carried out just one hour before the examination for printing. The Online Screen-based Marking (OSM) system is used to scan and make answer books available online for assessment.

Answer books are moderated as per the directions issued by the University of Mumbai-Ordinances Relating to Examination TRCAC/IP/03/EXT/01.

## Redressal of Grievances

The ordinances of the University of Mumbai and its defined mechanism are followed by the institute to deal with examination-related grievances in a time-bound and efficient manner. Grievances related to marks obtained by the candidate can be redressed by applying for photocopy or revaluation of the answer book within the stipulated time as notified through the notices displayed on the institute notice board and website. The answer books of the students who have applied for revaluation are reassessed within 15 days. During this process, the original marks are masked to ensure fairness, and the reassessment is done according to the rules set by the University of Mumbai. The concerned students are issued the amended Mark Sheet/Grade upon completion of the process.

For name correction or duplicate Grade Cards, the student must apply at the institute administration office, which is then forwarded to the examination committee. Necessary changes are made, and the corrected/duplicate Grade Card is made available to the students in a stipulated time.

Issues related to University examination are forwarded to the University. In case of under-evaluation, students are also asked to apply for rechecking or demanding a photocopy of the assessed answer sheet from the University by paying necessary fees.

The results are declared through the institute website in a time-bound and efficient manner by the examination committee.

The examination process is reviewed by the Chairperson along with the Principal and other committee members at the end of every semester to improve the system towards having an efficient transparency mechanism.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

#### Response:

Programme Outcomes (POs), Programmes Specific Outcomes (PSOs) and Course Outcomes (COs) in the Outcomes Based Education (OBE) document are prepared by individual departments. These documents work as a guideline to be followed, marked with the Revised Bloom's Taxonomy.

Each programme comprises twelve POs, four PSOs and four to six COs. The students are informed about COs and POs during their induction programme. These are communicated to the parents by the Programme Coordinators during their orientation session. These outcomes are also communicated to the



general public through the institute's website for easy access through the public domain. It has also been made available in the institute library for quick reference to any reader.

The institute's educational objective policy emphasizes on holistic development of the students. The attainment of these outcome based learning methodologies is critical in abiding by the institute's policy.

### **Program Outcomes (POs)**

POs are framed after identifying common characteristics and components across the courses. Given these common characteristics, discussions are carried out by the Principal along with all the Programme Coordinators and faculty members. Based on these, common attributes to develop students' knowledge, skills, attitudes are shortlisted. These attributes are then considered and checked how they relate to the existing programmes. After successful completion of each program, the following graduate attributes are acquired by the students:

- Critical Thinking
- Effective Communication
- Social Interaction
- Effective Citizenship
- Ethics
- Environment and Sustainability
- Self-directed and Life-long Learning
- Research Related Skill
- Discipline knowledge
- Problem solving
- Team Building
- Technical Aspects

These are broad and cover a wider area than of COs, and usually have 12 Program Outcomes, or Graduate Attributes for the sake of unity and quality assurance. The Program Outcomes set by the institution must reflect on these.

### **Program Specific Outcomes (PSOs)**

After finalizing the POs, Individual program' outcomes are evaluated after going through the syllabus for the entire six semesters. These PSOs are finalized after examining the programme curriculum as a whole.

## Course Outcomes (COs)

Each course faculty member has to make the COs for their respective courses. Each course must have four to six COs depending upon the number of units in that particular course. Once these COs are made by the faculty member, then these were approved by the Programme Coordinators and the Principal before stating it to the students and displaying it on the institute website.

## Mapping of POs with COs

The course in-charge is responsible for writing the necessary COs for their corresponding course after receiving the department's course (subject) allocation. Statements should be more specific and quantifiable. After writing the CO statements, CO is mapped with PO of the program. The CO statements are reviewed by the course coordinators and the CO-PO mapping is done by the course in-charge.

### The mapping of POs and COs is beneficial in many ways namely:

- Teaching will be able to be more creative and innovative with regards to curriculum development.
- Faculty members will be able to assess students better and grade properly
- The entire syllabus can be mapped with the Courses in the given course time
- Expands the achievement of students

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

### Response:

Program outcomes have been defined in line with University of Mumbai guidelines. The Outcome Based Education (OBE) focuses on students' learning.

The process of attainment of COs and POs starts from designing appropriate COs for each course of respective programmes. The outcomes are designed by the respective faculty member by referring to Revised Bloom's Taxonomy and are then mapped with Program outcomes of respective Programmes.

The process for finding the attainment of Course outcomes uses various tools/methods. These methods are classified into two types: Direct methods and indirect methods. Direct methods display the student's

knowledge and skills from their performance in the internal assessment tests, assignments, semester examinations, practicals, projects etc. Indirect methods like course exit surveys reflect on a student's learning and are used to assess opinions or thoughts about the graduate's knowledge or skills.

Following tables show the various methods used in the assessment process that periodically documents and demonstrates the degree to which the Course Outcomes are attained.

Table 1 : Direct Assessment tool used for PO-CO attainment

Sr. No.	Direct Assessment Method	Assessment frequency	Description
1	Internal Assessment Test	Twice in a Semester	The Internal Assessment marks in a theory paper shall be based on two tests generally conducted at the end of 7th and 14th weeks of each semester. It is a metric used to continuously assess the attainment of course outcomes w.r.t course objectives. Average marks of two tests shall be the Internal Assessment Marks for the relevant course.
2	Lab Practical	Once a Week	Lab Practical is a qualitative performance assessment tool designed to assess students' practical knowledge and problem solving skills. Minimum ten experiments need to be conducted for every lab course.
3	Semester End Examination	Once a Semester	Semester End examinations (theory or practical) are the metric to assess whether all the course outcomes are attained or not, framed by the course incharge. Semester End Examination is more focused on attainment

4	Semester End Practical Examination		of all course outcomes and uses descriptive questions.
5	Presentations / Assignments / Projects	As per the requirement	Presentation / Assignment / Project is the metric used to assess a student's communication and presentationskillsalong with depth of the subject knowledge. Presentation / Project topics are given to the students that cover areas of current interest or provide in-depth coverage of selected topics from the core courses.

Table 2: Indirect Assessment tool used for PO-CO attainment

Sr. No.	Indirect Assessment Method	Assessment frequency	Description
1	Course Exit Surveys	End of Semester	Collect variety of information about course outcomes from the students after learning entire course.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

### 2.6.3

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

**Response:** 84.16

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

2022-23	2021-22	2020-21	2019-20	2018-19
414	592	418	0	0

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

2022-23	2021-22	2020-21	2019-20	2018-19
648	612	432	0	0

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

## 2.7 Student Satisfaction Survey

### 2.7.1

#### Online student satisfaction survey regarding teaching learning process

**Response:** 3.39

File Description	Document
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 0

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

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

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

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

**Response:**

The institute has an ecosystem for innovation, where research and invention blends and aids in the transformation of information and knowledge among faculty and students via the Research & Development Cell, Intellectual Property Rights (IPR) Cell and the Entrepreneur Development Cell.

#### **Go Shoonya - The First Start-up of the Institution**

The first campus start-up “GO SHOONYA - Neutrality Redefined” was started by Mr. Gopal Raithatha (Student of B.A.). The start-up was incorporated with an aim to provide a platform for entrepreneurs to create job opportunities and make our nation #CarbonNegativeBharat.

#### **Intellectual Property Rights (IPR) Cell**

The Intellectual Property Rights (IPR) Cell was initiated in the year 2022-23 with the purpose to facilitate, encourage, and promote the academic freedom of its faculty, researchers and students.

- An online workshop on "Intellectual Property Rights (IPR) & Patents and Design filing" was organised by the RDC in association with RGNIPM, Government of India, Nagpur under National Property Awareness Mission on 21st January 2023 which aimed to create awareness and information about Intellectual Property Rights.
- Details of Patent Filed

Faculty - Dr. Manish Vinodrai Pihadia

Topic - Algebraic Calculation Device for Base Level Education

Filing Date - 12/04/2023

Application Ref No. 202321026993

### **Research and Development Cell**

The Research and Development Cell (RDC) was initiated in the year 2022-23 with an aim of promoting a research culture among the faculty and students.

- RDC organised a Seminar on "Research Methodology and Research Writing" on Friday, July 29, 2022 with an objective to create awareness amongst all the participants the ethics, methods and methodology of good research writing and publication. The resource person for the seminar was Dr. Tushar Raut.
- RDC in association with IQAC and in collaboration with the Institute of Distance and Open Learning (IDOL), University of Mumbai had organised a five-day national-level research workshop titled "The Art and Science of Research" from 06th March 2023 to 12th March 2023.
- RDC organised a Webinar on "Entrepreneur Skills" on April 28, 2023 with an objective to make all the students and faculty members aware about Entrepreneurship opportunities and to inculcate innovative thinking among the students and faculty members. The resource person for the seminar was Mr. Manoj Kurup.
- Students, in guidance of faculty members, participated and presented research work in the 17th Avishkar Convention organised on December 22, 2022 in Mumbai III zone. The research topics were "A Study on Attitude of People towards HIV/AIDS" and "A Study on Challenges Faced by Women Passengers While Travelling by Public Bus with reference to Dahisar" in Humanities, Languages and Fine Arts.

### **Entrepreneur Development Cell**

Entrepreneur Development Cell (EDC) was established in 2022-23 with the goal of raising awareness about entrepreneurship, its importance, and its need among students and faculty.

- EDC organised a seminar on Entrepreneurship on December 10, 2022. The resource person for the seminar was Mr. Piyush Parikh, business analyst and Mr. Gopal Raithatha, founder of “GO SHOONYA - Neutrality Redefined”. The main objective of the seminar was to create an awareness about entrepreneurship opportunities after graduation.
- The Cell organised Aagaz-Utsav-a Business Workshop to make students learn about basics of business on 15th and 16th February, 2023. The Day 1 Activities were logo making competition, fine arts, business quiz and talaash followed by Business Mela, Batao Who Am I and Shark Parisar on Day 2.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 3.2.2

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

**Response:** 9

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	1	0	0	0

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 3.3 Research Publications and Awards

### 3.3.1

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

**Response:** 0.13



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

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

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

**3.3.2****Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response:** 0.83**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
10	0	9	10	16

<b>File Description</b>	<b>Document</b>
List of chapter/book along with the links redirecting to the source website	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>

### 3.4 Extension Activities

#### 3.4.1

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

**Response:**

The National Service Scheme (N.S.S.) of the institute promotes the wellbeing of the neighborhood community with the intention of sensitizing students towards changes in surroundings.

**Health Care Activity**

Volunteers successfully organized various blood donation drives in collaboration with multiple organizations across Dahisar, Borivali, Kandivali, and Mira Bhayander. They also conducted an AIDS awareness campaign in Sambhaji Nagar, Dahisar, using street theater to educate the community about the disease and prevention measures.

**Polio Vaccination Drive**

NSS volunteers, trained by healthcare workers, assisted in multiple polio vaccination drives at Primary Health Care Centers under the Mira-Bhayander Municipal Corporation.

**Nature Conservation**

The "Avoid ME" initiative, led by NSS volunteers, sought to replace plastic bags with paper ones, provided to local shopkeepers. They also raised awareness about plastic waste through street plays. A Mega Collection Drive for E-Waste and Dry Waste was conducted in Mira Bhayander. Collaborating with the Indian Navy, activities like Swachh Bharat 2.0 (Urban) and Swachhata Pakhwada-Azadi Ka Amrit Mahotsav aimed to promote environmental awareness and sensitivity among students.

**Disaster Management**

The 2021 Maharashtra floods in the Mahad Chiplun area prompted the government and local authorities to prioritize relief efforts. NSS volunteers partnered with the Indian Development Foundation and Sood Charity Foundation to establish the 'Maharashtra Flood Relief Camp (Konkan region)' to provide essential supplies, including nutritious food and household materials, for the affected population.

**Police Mitra**

The 'Happy Meal Distribution' program provided nourishing meals to Police, MBMC officials, and those tirelessly working during Ganesha Visarjan. During Road Safety Week, the focus was on adhering to traffic rules and aiding Ganapati festival crowds. The National Unity Day Rally, held in collaboration with the police, aimed to foster unity. The Dahisar police station conducted a cleanliness drive. Raksha Bandhan and Diwali were celebrated with police officials to spread the festive joy.

**Vaccination Drive**

The Institute organised 'Covid-19 Vaccination Drive' in collaboration with Suman Ramesh Tulsiani Charitable Trust (SRTCT) where FREE vaccination was provided to 1848 people living in slums, labours and needy .

**Gender Equality**

The Institute partnered with My Green Society and the Indian Development Foundation (IDF) to organize "God's Child," a ration donation program. It aimed to promote gender equality by providing dry ration kits to the transgender community.

**Tree Plantation**

The institute has taken steps to reduce air pollution, including the creation of a City Forest using the Miyawaki method at TCSC Institute and organizing tree plantation drives in collaboration with MBMC.

**Go Shoonya**

The Institute initiated the "GO SHOONYA" project at campus with the involvement of N.S.S. Unit in order to recycle, upcycle plastic waste and make the environment plastic free, clean and green further contribution towards the goal of Carbon Negative Bharat.

**Outcomes of the extension activities carried out in the neighborhood community**

These Activities helped

- To develop a sense of responsibility and interest in environmental-related issues in students while also inculcating holistic development within them.
- Foster student engagement and social responsibility, empowering them to actively contribute to solving community issues.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**3.4.2****Awards and recognitions received for extension activities from government / government recognised bodies****Response:**

The college's NSS unit comprises over 100 students and is dedicated to a holistic education approach for

overall societal development. In just four years, the unit has earned more than 20 certificates, trophies, and appreciation letters. These accolades recognize their efforts in strengthening student-mass relationships and fostering students' awareness of their societal responsibilities.

While promoting interpersonal relationships and societal development is a primary goal, the institution also focuses on environmental protection and sustainable development.

Numerous organizations, including NGOs, blood banks, and municipal corporations, have acknowledged the NSS unit's work. Notable awards include the University of Mumbai NSS Unit's recognition, which presented a memento of appreciation for motivating railway commuters to participate in blood donation camps.

The Maharashtra Class Owners Association honored the NSS unit with the Educational Excellence Award in 2022 for their support in various educational activities.

During the Aazadi ka Amrit Mohastav, the SRPF unit of Maharashtra Police appreciated the NSS Unit for their volunteering work.

Hema Foundation - Human Endeavour for Moral Awakening felicitated the NSS Unit for their contribution in the event Hemotsav 2022.

They also received recognition from the Runners Academy, Veda's Yoga institutions, and various social events for their commendable efforts.

The 153 Dahisar Vidhan Sabha Matadar Sangh recognized the NSS unit's contributions to National Voters Day, awarding the "Best College Award " for its role in voter registration.

The Indian Developmental Foundation (IDF) awarded the NSS Unit the "IDF Best NSS Supporter Award" for their significant contributions to societal development.

The NSS unit's dedication to Swachh Bharat Abhiyan and sustainable development earned certificates from organizations like the Borivali Advocate's Bar Association and the Bombay Recycling Concern. Their participation in resource mobilization for humanitarian courses led to further IDF recognition.

Soch Sayani a NGO felicitated the NSS Unit of TRCAC for Sponsoring and Supporting the Green Society Championship -2022.

The NSS unit's contributions to health education, environmental awareness, and cleanliness initiatives received praise from government and municipal bodies, including Maharashtra Government, UNICEF, and NSS

They also played an essential role in polio eradication drives, for which they received certificates from the Mira-Bhayandar Municipal Corporation and the Indian Army. Additionally, the NSS unit was commended for their Nukkad Natak performances promoting good habits in slum areas by the National Slum Dealers Foundation.

Mumbai Public School, Chikuwadi, Borivali, awarded the NSS Unit a certificate of appreciation for their participation in the Tree Plantation Drive during the 75th Azadi ka Amrit Mohastav.

The Mira- Bhayandar Municipal Corporation honoured the NSS Unit for their contribution in the Eco-friendly Ganesha Visarjan initiative in 2022.

Vimala Dermatological Center in association with Indian Developmental Foundation honored the NSS Unit for their participation in the Marathon - Run for Leprosy organized on Sunday 29th January 2023.

The Akhil Bhartiya Vidyarthi Parishad ,North Mumbai awarded the NSS Unit for their contribution in the Tiranga Yatra in 2020.

In essence, the NSS unit at this college has achieved significant recognition for its contributions to education, societal development, environmental initiatives, health awareness, and more, making a positive impact in various sectors.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 3.4.3

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

**Response:** 143

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

2022-23	2021-22	2020-21	2019-20	2018-19
79	34	13	17	0

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

### 3.5 Collaboration

#### 3.5.1

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

**Response: 2**

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

#### Response:

The institute's infrastructure is aligned with its vision, adhering to the Maharashtra government's resolution (No. NGC 2012/247/12/MS4, dated September 2, 2013), ensuring ongoing improvements when necessary.

Spanning 15988.6 square meters (172099.9 square feet), the campus features a nine-story fully air-conditioned building with four rooms on each floor. Facilities include classrooms, ICT-enabled classrooms, labs, a library, administrative office, conference room, seminar hall, faculty room, examination room and NSS room. Each floor offers washrooms, purified water, and CCTV surveillance for security.

**Teaching- learning, viz, classroom, laboratories, computing equipment etc.**

**Classroom-** There are a total 24 classrooms for enhanced teaching and learning experiences.

**Computer Lab-**The institute features four computer laboratories, each equipped with PCs and infrastructure required for practicals. The computing facilities include.

? 119 computers

? 01 server

? 2 laptops

? License Software (General) such as Windows 10, MS Office 360, and Tally Prime, and IOT KITS (Internet of things).

**Psychology Lab-** College offers a psychology lab to practice and foster psychological skills through research.

**Library-** The Learning Resource Centre offers 2424+ books, 10 journals/ Magazines, 5 newspapers (Hindi, English, Marathi), and a 54-seat reading room, all automated with ILMS KOHA.

**ICT- enabled facilities such as smart class, LMS etc.**

**Google Classroom and TRCAC Application** -Google Classroom and the TRCAC Application simplify the creation, distribution, and grading of assignments and track student attendance and events.

**Facilities for Cultural and Sports activities, yoga center, games (indoor and outdoor), Gymnasium, auditorium etc.**

**NSS Room-** This room is dedicated space for NSS activities and meetings. It's the place where students involved in NSS can plan and organize community service projects, store equipment, and hold discussions related to their volunteer work.

**Seminar Hall-** The air-conditioned seminar hall boasts a capacity for 150 students, with six JBL speakers for audio.

**Recording Room-** It is equipped with soundproof tech and equipment, and musical instruments.

**Editing Room-** It has approx 7 computers with professional software for editing along with being fully air conditioned.

**Dance Room-** This room is equipped with features such as mirrors, dance flooring and sound systems. College students use this room for various dance- related activities, including practice sessions, rehearsals for dance performances, dance classes and workshops.

**Gymkhana-** The institute provides various outdoor sports facilities, including football, cricket, volleyball, tennis, basketball, and kabaddi. Indoors, there's a 2575 sqm area for table tennis, shuttlecock, chess, boxing, judo, and carrom. Furthermore, a modern gymkhana, also covering 2575 sqm, functions as both a fitness center for students, faculty, and staff and a yoga and meditation hall, fostering holistic development, fitness, and inner peace.

**Live Band Room-** This room is equipped with musical instruments, amplifiers, microphones and sound system to facilitate live music rehearsals and performances. It is used to practice for events and concerts.

**Others Facilities**

The administrative office is central, managing academic, financial, and record-keeping functions. It houses the Principal's cabin for decision-making and meetings, a conference room for crucial discussions, and a faculty room as a teacher's hub. Additionally, there are specialized rooms for examinations, printing, health emergencies, and placement/higher education assessments.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

**4.1.2**



**Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years****Response:** 7.3**4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
45.47	14.07	6.02	17.61	64.78

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

**4.2 Library as a Learning Resource****4.2.1**

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

**Response:**

The institution's Learning Resource Centre (LRC) is an information treasure trove that acts as a vital centre for students, staff, and researchers. It has an adequate collection of educational resources throughout the years, including over 2,424 books, 10 journals and magazines, and 5 types of newspapers in Hindi, English, and Marathi. In addition to these physical tools, the LRC has a reading area with 54 seats, for concentrated study and research. The library is distinguished by its seamless integration of technology, with partial automation made possible by the adoption of the KOHA Integrated Library Management System (ILMS).

**Automation using Integrated Library Management System (ILMS)**

In 2018, our library underwent a significant transformation with the implementation of open-source Integrated Library Management Software (ILMS) KOHA, version 19.05.01.000. This system has streamlined our library operations, enabling efficient acquisition, cataloging, and circulation of resources. The user-friendly Online Public Access Catalogue (OPAC), which makes book searches easier for our

users, now provides quick access to our collection. The ILMS software is used to carefully categorize and barcode every new book acquisition. This automation has improved our library's organization while also improving the user experience as a whole. Additionally, the adoption of barcoded ID cards for our members has sped up the process of issuing, returning, and renewing books. This automation not only improves efficiency but also the overall quality.

### E-resources

The institution's Learning Resource Centre (LRC) is dedicated to offering a wide range of materials, both digital and tangible. The institution provides access to a large digital library that contains an astounding 3,135,000 e-books and more than 6,000 online journals through its membership to the National Library and Information Services Infrastructure for Scholarly Content (N-LIST) by INFLIBNET. Personal IDs and passwords enable academics, researchers, and students to access these resources remotely from computers and mobile devices.

In addition, the organization actively supports open education by disseminating links to a range of Open Educational Resources (OER) on the TRCAC website, which includes websites such as E-PG Pathshala, National Digital Library of India, E-Books Directory, Indian Academy of Sciences, Internet Public Library and more.

### Usage of Library

The way the library and its materials are used is regularly observed in order to evaluate how it affects the academic community. Evaluation metrics include the number of students and staff who visit the library, the amount of books that are checked out and returned by users. The percentage per day usage by users of TRCAC library for academic year 2022-2023 is 2.22 %.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 4.3 IT Infrastructure

### 4.3.1

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

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

#### Response:

Incorporating Information Technology (IT) into education is paramount in the 21st century. It equips students with essential life skills and prepares them for a technology-driven world. IT enriches the teaching and learning experience, making it more effective and engaging. Furthermore, it enhances the

productivity of staff and administrators, streamlining administrative tasks. IT in education is pivotal for fostering a tech-savvy and well-prepared student body, empowering them for success in our increasingly digital society.

### **IT facilities**

The Institute boasts a total of 9 projectors, with 4 fixed in the IT labs, 1 in the seminar hall, and 4 in a mobile capacity. In addition, it maintains a well-equipped infrastructure with printers and photocopiers strategically positioned in the Administration Office, Library, Examination room, and Faculty room. The Institute has also invested in various hardware resources, including personal computing devices, biometric devices, mass media streaming tools, and telecommunication devices, contributing to a technologically enriched environment. Faculty members actively employ resources like the Media lab and Google Classroom, often incorporating PowerPoint presentations to enhance ICT-based learning. Moreover, the Institute has sound systems distributed across the campus, with one in the Seminar hall and others for both indoor and outdoor events. Students are strongly encouraged to utilize these IT resources to optimize their learning experiences.

### **Software**

The Institute has acquired licensed Windows and MS Office software to facilitate admission and administrative tasks. Complementing this, they have developed a proprietary application that enhances productivity by managing attendance, note distribution, notice announcements, and event scheduling. The TRCAC Institute app serves as a communication tool for students and parents, accessible on both Android and iOS smartphones at no cost. Furthermore, the Institute maintains an active online presence through its official website, Instagram page, and WhatsApp groups, ensuring regular updates to effectively share valuable information with stakeholders, creating a well-rounded and technologically-connected environment.

### **Cyber Security**

The Institute prioritizes cybersecurity with the installation and regular updates of antivirus and firewall systems. Sonic-Wall firewall safeguards the entire internet connection for threat protection, while Quick Heal antivirus secures the communication network. Additionally, comprehensive CCTV surveillance is in place across the campus, ensuring transparency and safety for all members. These measures create a robust and secure environment for both digital and physical aspects of the Institute's operations.

### **LAN and bandwidth**

The Institute features 4 computer labs with 119 interconnected computers via LAN, each offering internet access at a speed of 100 MBPS through TATA Hat. This setup maintains a favorable student-to-computer ratio of 1:19, ensuring accessibility to computing resources. Additionally, the Institute has contingency plans in place to expand the computer infrastructure when necessary, demonstrating a commitment to adaptability and continued technological support for students and staff.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

**4.3.2****Student – Computer ratio (Data for the latest completed academic year)****Response:** 8.19**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 119

<b>File Description</b>	<b>Document</b>
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>

**4.4 Maintenance of Campus Infrastructure****4.4.1**

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

**Response:** 11.63**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
90.93	51.23	43.75	37.65	12.27

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 0.17

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

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

#### File Description

#### Document

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

#### 5.1.2

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

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

**Response:** C. 2 of the above

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

### 5.1.3

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

**Response:** 3.15

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

2022-23	2021-22	2020-21	2019-20	2018-19
77	14	18	0	0

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.1.4

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

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

**Response:** B. 3 of the above

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

## 5.2 Student Progression

### 5.2.1

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

**Response:** 11.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
104	29	30	0	0

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

2022-23	2021-22	2020-21	2019-20	2018-19
414	592	418	0	0

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

### 5.2.2

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

**Response:** 0.16

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

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

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

### 5.3.1

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



**Response: 1**

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

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

File Description	Document
Upload supporting document	<a href="#">View Document</a>
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**5.3.2**

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

**Response: 3.6**

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	2	0	5	0

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**5.4 Alumni Engagement****5.4.1**

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

**Response:**

The process of becoming an active institute to network and collaborate with the Alumni with a view to improve the functioning and services of the Institute is currently underway at Thakur Ramnarayan College of Arts and Commerce (TRCAC). The main aim of the formation of the Alumni association is to bridge the gap between industry, society and academics. An interface for establishing a link between the alumni, staff, and students of the institute is provided by the Alumni Association. TRCAC alumni are now working in different roles nationwide and showing their skills in all areas of work.

The Alumni Association Contribution through various means -

**1. Alumni Interaction:** Inputs are given to aspiring graduates by the Alumni of TRCAC, who are invited as resource persons at various events, guest lectures, and panel discussions. Their experiences regarding skills, recent technologies & trends in the corporate world, application of knowledge, and corporate working culture are shared and inputs are provided.

**2. Placement and Higher Education (P.H.E.) Assistance:** Organizations employ Alumni of TRCAC at various capacities, and they keep the faculty members and the P.H.E. Chairperson informed about available job opportunities. Students are assisted and guided by them to crack the interviews, and their experiences are shared to motivate them for their career development in various domains.

**3. Campus Recruiters:** Campus recruiters for their companies are the Alumni who come to TRCAC and also recommend and promote the institute to their employers for campus placements.

**4. Summer Internship Opportunities:** Innumerable opportunities in various companies are provided to the students by the Alumni.

**5. Entrepreneurship Awareness:** Startups in different sectors have been established by some of the Alumni, many of whom are first-generation entrepreneurs. The decision to become an entrepreneur was made during their academic span at TRCAC. Through their journey as entrepreneurs, they have gained various skills and knowledge. The students are enlightened with their success stories and the challenges faced by them.

**6. Alumni Meet:** The tradition of inviting Alumni for the Annual Alumni Meet "Alumania" in the month of December is upheld at TRCAC. In this meet, the alumni get the chance to reconnect with their Alma mater and old friends. It serves as the best platform for networking and sharing new trends and current happenings in the corporate world. These inputs are helpful to academicians for molding the aspiring students.

**7. Institute Social Responsibility:** Social activities for the welfare of society are conducted by our Alumni in association with TRCAC through donations in the form of books, blankets, chairs, mats, storage containers, stationery, etc.

**8. Volunteer Work:** Participating in community service projects or initiatives that benefit the broader community. Offering expertise or assistance in areas where alumni have specialized skills.

**9. Providing Expertise and Advisory Roles:** Serving on advisory boards or committees to provide input on curriculum, strategic planning, or other institutional matters. Offering specialized knowledge or skills

in specific fields.

**10. Professional Development:** Alumni often come back to their alma mater to give lectures, conduct workshops, or offer career advice. This contributes to the professional development of current students.

**11. Student Support:** Alumni associations may offer support services to students, such as career counseling, resume building, and interview preparation. This can enhance the employability of graduates.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### Response:

The institutional governance and leadership is evident through a well-structured governance system aligned with the vision and mission. The institute has developed a perspective plan dedicated to upholding the vision.

#### Vision

To be a leading institution of higher education contributing to societal development through holistic approach towards learning.

#### Mission

To nurture and sustain academic excellence by imparting quality education to develop a community of intellectuals with professional skills and ethical values.

#### Governance and Leadership

Thakur Ramnarayan College of Arts & Commerce (TRCAC) follows the ISO 21001 International Standard Educational Organization Management systems (EOMS). The institute follows Apex manual and Procedure manual. Institutional Process and Management Process has been established to meet the needs and expectations of learners and stakeholders. Guided by the PLAN-DO-CHECK-ACT (PDCA) model, various operations have been standardised across eight processes which are continually monitored through internal and external audits.

TRCAC is governed by the Secretary of the Thakur Educational Trust for providing resources and infrastructure as required for growth and development of the institute. The Principal is a key driving force of the institute. Learner satisfaction and educational progress is continuously monitored by the governing body of the TRCAC through Management Review Meeting.

#### NEP Implementation

NEP will be implemented as directed by the University of Mumbai. However, the institute started taking initiatives to implement NEP. A rich array of undergraduate programs such as B.A., B.A.M.M.C., B.Com., B.Com(A & F), B.M.S., B.Sc.(I.T.) & B.Sc.(C.S.) are offered. Seminars, workshops and certification courses are organised for students. Faculty development programmes, workshops etc. are organised for faculty members. Academic Bank of Credits ID through the NAD DigiLocker has been

created for every student. The institute has been established as a SWAYAM NPTEL Local Chapter to offer skill-based courses to students and teachers. Employability skill enhancement training is offered by the institute through organisations like TNS India Foundation etc. Digital platforms like SWAYAM NPTEL, Coursera etc. are promoted by the institute. The institute has partnerships with platforms like N-LIST-Inflibnet,etc. providing e-resources to students and faculty members.

### **Sustained Institutional Growth**

The institute has strived to appoint faculty members with the prescribed qualifications to maintain the quality standards of teaching at the institute and also, care has been taken for the modernization of the infrastructure as per the prevailing standards for sustained institutional growth.

### **Decentralisation and Participative Management**

The institute has implemented a decentralised governance model, distributing decision-making power among departments, faculty members, and students. From the Admission Committee assessing prospective students to the Library Committee curating the intellectual resources. The TLP monitors the overall teaching and learning process, the CEEP Committee champions diversity awareness, while PHE supports students' career and higher studies aspirations. Similarly, the RDC fosters faculty growth, and the EDC fuels innovative thinking. The Programme Coordinators work for the successful implementation of outcome-based education. A vital part of developing policies is played by Principal, Coordinators and faculty members. Through these policies, the institute delivers high-quality education.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

## **6.2 Strategy Development and Deployment**

### **6.2.1**

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

#### **Response:**

Thakur Ramnarayan College of Arts & Commerce, governed directly by the University of Mumbai, follows the University's policies and guidelines across all governance aspects. The institute proudly holds ISO 21001:2018 certification, a testament to its unwavering dedication to quality. This commitment to excellence permeates the entire institution.

#### **Perspective Plan**

The institute's Perspective Plan (2020 - 2030) , formulated in conjunction with the Management, Principal, and IQAC every ten years, aligns seamlessly with its overarching vision and mission. This plan

has a focus on consistent quality enhancement, infrastructure modernization, community outreach, plastic waste management and eco-friendly approach, sustainable initiatives and skill enhancement initiatives. The institution has future plans to become autonomous, implement NEP, offer B.Ed and Masters programmes for students. Several initiatives have also been undertaken by the institute for the deployment of perspective plan.

### **Strategic Plan**

Furthermore, annual strategic plans by various institutional bodies are crafted and deployed to address distinct functional areas. Every department prepares an action plan at the start of the academic year. Similarly, at the start of each academic year, various institutional bodies and committees such as IQAC, CEEP, RDC, PHE, TLP, Examination etc. collaboratively outline strategic plans for events and activities that support growth in key areas.

### **Organogram**

The institute's organisational structure is composed of key entities: the Management, Governing Body, Principal, teaching, non-teaching staff and other administrative setup. The Management, the highest authority, maintains constant communication with the Principal to ensure the institution's smooth functioning. Supporting the management is the Governing Body of Thakur Educational Trusts, the apex decision-making body. This body convenes at least twice annually to deliberate on crucial matters such as finance, infrastructure, faculty recruitment, and the comprehensive development of the institute.

The Principal, acting as the academic, administrative, and financial head, guides the institution's vision and community-driven efforts. The Internal Quality Assurance Cell (IQAC) and College Development Committee (CDC) play a pivotal role in maintaining quality standards. Regular meetings held by the IQAC are diligently documented to track progress.

Various committees play significant roles in the institution's functionality, each focused on specific domains. These committees collectively ensure adherence to ISO processes such as TLP, CEEP, RDC etc

Teachers, Library Staff and other essential roles report directly to the Principal. Additionally, the institute boasts a well-structured office administration that effectively manages finance, administrative matters and campus maintenance.

### **Appointment and Service Rules**

Appointment procedures are strictly done by the institute as per the guidelines set by the University Grants Commission (UGC) and the University of Mumbai, ensuring appointments are made solely based on merit. For the recruitment of human resources, the procedure manual of institute has laid down rules and regulations for the appointment of faculty and staff members (regular/contractual/visiting). These rules and regulations consistently uphold the University Statutes and UGC guidelines concerning service rules, appointment procedures and all relevant matters.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>

**6.2.2*****Institution implements e-governance in its operations***

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

**Response:** A. All of the above

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

**6.3 Faculty Empowerment Strategies****6.3.1**

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

**Response:**

Thakur Ramnarayan College of Arts and Commerce is ISO 21001:2018 certified. To maintain the quality standards, the institute has a performance appraisal system to assess its faculty members and staff on a regular basis. The institute encourages its human resources to take up activities related to research and extension, professional development etc. The institute also has a system of Individual Record (TRCAC/IP/02/FRM/15) enabling the staff members to maintain their performance on a regular basis. The Individual Record comprises the initiatives taken by the faculty members for the betterment of self, students and the institute as a whole.

The institute strictly follows the UGC Regulations on minimum qualifications for appointment of teaching and other academic staff in college together with all amendments made therein from time to time. The faculty members who are qualified for the post of Assistant Professor as per the norms of UGC and Mumbai university, are raised to Pay scale as prescribed by the UGC, after completion of three years of service with the institute.

The Individual Record and the Performance Appraisal System has significantly helped in the evaluation of the performance of employees, in motivating them, analysing their strengths and weaknesses and ensuring better performance.

### **Effective welfare measures for teaching and non-teaching staff**

- The institute facilitates effective delivery of accounts-related matters to its employees whenever required. Keeping in view the future safety of employees, the institute contributes a specific amount towards the PF of an employee as per PF rules.
- A counsellor is available to the staff and students to address mental stress and other related issues.
- The institute grants paid leave for the teachers to appear for SWAYAM NPTEL examinations.
- The institute has the provision of reimbursement of membership fees of any professional body.
- The institute has the provision of reimbursement for teaching / non-teaching staff for participating in any career development programmes such as Faculty development programmes, administrative training programmes etc, as well as for publishing research papers.
- Accommodation in the form of hostel facilities to teaching and non-teaching staff is provided on request.
- The institute also organises farewell, picnics and term end lunch for the faculty.
- All employees are given access to Google Suite/Google Workspace accounts (domain : trcac.org.in)
- Free Internet access is available on campus.
- Purified drinking water facility for every one available on campus.

### **Avenues for career development/progression**

The institute has many avenues for the holistic development of its human resources. For inculcating research culture in the institute, a research and development cell (RDC) has been established. Regular faculty development programmes, seminars and workshops etc. are organised for the faculty members by the IQAC and RDC. The institute also encourages its faculty members to undergo UGC/AICTE approved FDP through SWAYAM NPTEL courses for which the faculty members are provided fee reimbursement as well as paid leave for appearing for the SWAYAM NPTEL examination. To ease the overall process, the institute has been established as the SWAYAM Local chapter.



<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

**6.3.2**

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

**Response:** 5.56

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

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

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

**6.3.3**

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

**Response:** 7.22

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

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

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

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

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

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

**Response:**

#### **Institutional strategies for mobilisation of funds and optimal utilisation of resources**

The resources are mobilised by the institute through several avenues such as student fee, scholarships etc. After careful scrutiny of the requirements of every department, an overall budget is prepared for presentation before the Management. The institute is approached by the departments at any time for non-budget expenditures which is considered on the basis of urgency.

Funds are utilised for conducting staff activities like staff welfare, staff uniforms etc. and also to conduct orientation programs, FDPs, training programs. Adequate funds are utilised for development and maintenance of infrastructure, administrative areas, laboratories, classrooms etc. The funds are allocated

to conduct Guest lectures by experts from Industry. Student activities like technical competitions, cultural activities, seminars, workshops, placements, lab journal etc. are made possible with optimum utilisation of resources. University expenditure towards eligibility fees, enrolment fees, registration fees etc. are paid. Funds are allocated to encourage research and development activities. Funds are utilised for enhancing library facilities like subscriptions to Books/ Journals/ Periodicals/ Magazines/ Newspapers each year. Funds are also allocated towards security, firefighting charges, waterproofing etc. The final say in all matters related to financial management and resource mobilisation is of the governing body of the institute.

### **Receipt of Funds / Grants from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)**

No fund / grant has been received by the institute from any non-government bodies, individuals, Philanthropists during the last five years.

### **Conduct of internal and external financial audit**

The institute has a system of auditing in place. Auditing of the accounting heads like Fees collected from students, Provident Fund, Professional Tax, TDS, Assets and Liabilities etc. is performed on a daily basis. Statutory audit is conducted once in a year by the external auditor as per stipulated provisions of the Income Tax Act.

Regular review and Vouching of day to day transactions, Physical Verification of Fixed Assets etc. is conducted by the accounts department. The external audit is conducted by the External Auditor year wise in accordance with the applicable Financial Reporting Framework. It is conducted in compliance with the standards on auditing issued by the ICAI. After conducting the audit, a conclusion on the Financial Statements is drawn by the Auditors. Their main role is examination of the validity of financial records of the institute to find out if there are any discrepancies in the records because of fraud or error. Financial statements, such as balance sheets and Income & Expenditure accounts are also reviewed by external auditors to certify that they present the entities of finances accurately.

The results of audit are reviewed with management and external auditors. The findings of the Auditors are referred to the Accounts department of the institute. The findings are reviewed by the Accounts Department and its remarks/responses are submitted and the queries raised by the Auditors are also resolved. The final statements are submitted by the Auditors to the governing body.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

## **6.5 Internal Quality Assurance System**

### **6.5.1**

**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures &**

## **methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities**

### **Response:**

The Internal Quality Assurance Cell (IQAC) of Thakur Ramnarayan College of Arts & Commerce has contributed towards quality improvement and sustenance with well defined functions and hence played a crucial role in advancing and maintaining quality standards. Activities are continuously undertaken, and mechanisms have been created by IQAC to internalize the practice of upholding quality.

### **Institutionalization of Quality Assurance Strategies and Processes**

TRCAC holds ISO 21001-2018 EOMS certification, a testament to its commitment to internal quality assurance. Guided by the PLAN-DO-CHECK-ACT (PDCA) model, the institution has standardized its operations across eight key processes. These processes are continually monitored through regular internal and external audits, which adhere to the Apex and Procedure manuals. These initiatives, driven by IQAC, are designed to enhance student employability and improve teaching methodologies.

The institute uses standardized formats for lecture plans, student feedback, faculty diaries, program reports etc. Every department is encouraged to organize technical workshops and expert lectures. Faculty members are encouraged to participate in Faculty Development Programs, seminars, workshops and orientation workshops.

### **Review of Teaching Learning Process, Structures and Methodologies**

The IQAC rigorously reviews the teaching-learning process, emphasizing:

1. Promoting skill-based initiatives like SWAYAM NPTEL, Coursera, Microsoft certification etc.
2. Ensuring efficient feedback and corrective measures, including periodic faculty diary reviews, departmental assessments, and alumni & teacher feedback.
3. Conducting students' feedback surveys regarding the ambience of the institute and the academics and scrutinizing the student placement process.

IQAC focuses on maintaining and enhancing quality through various techniques:

**Feedback and Survey Process:** TRCAC has established Feedback and Survey Process TRCAC/MP/05 monitor the satisfaction of learners, other beneficiaries and staff, to evaluate the performance and effectiveness of the EOMS.

**Audit:** Internal Audit is conducted by the IQAC at planned intervals. Audits are conducted to provide information on whether the EOMS:

- a) conforms to the TRCAC's own requirements for its EOMS and the requirements of ISO 21001 International Standard.
- b) is effectively implemented and maintained.

Post-audit, IQAC oversees corrective action implementation to address identified issues.

**Corrective Actions Process:** IQAC has established the Corrective Actions Process TRCAC/MP/08 in accordance with the ISO 21001: 2018 EOMS manual to continually improve the suitability, adequacy and effectiveness of the EOMS.

### **Review of Learning Outcomes at Periodic Intervals**

The institute implements Outcome Based Education (OBE) which involves preparation of Program Outcomes (POs), Course Outcomes (COs), Program Specific Outcomes (PSOs) for different courses offered and then calculates the attainment of outcomes and it is represented in the result analysis of every department.

### **Incremental Improvement in Various Activities is recorded by IQAC**

IQAC has documented a method of recording improvements in various activities as per the requirements of ISO 21001:2018 standard. Forms and formats of every institutional activity have been prepared beforehand. The minutes of the meeting are prepared by every committee to keep a record of various quality initiatives undertaken by the institute. All the quality assurance activities taken by the institute are recorded under IQAC meeting minutes.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

## **6.5.2**

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

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

**Response:** C. Any 2 of the above

<b>File Description</b>	<b>Document</b>
Quality audit reports/certificate as applicable and valid for the assessment period.	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

#### **Response:**

The institution has undertaken a comprehensive Gender Audit, systematically evaluating policies, practices, and structures to identify gender biases and disparities across admissions, curriculum, faculty, and student support. The goal is to recommend changes that promote gender equity and inclusivity, fostering a culture that respects all genders and creates an inclusive learning environment.

In terms of curricular and co-curricular activities, the institute actively promotes gender equity. The curriculum includes topics like "women entrepreneurs" and "the role of media in the social construction of gender", introduced through classroom activities such as debates and group presentations. The institute's commitment to gender sensitization is evident through the Women Development Cell (WDC), which conducts interactive sessions, workshops, seminars, and self-defense programs. WDC also celebrates events like International Women's Day, Human Rights Day, and National Girl Child Day, organizing street plays and musical events to highlight the importance of women in society.

The institute emphasizes the inclusion of diverse voices by upholding the principles of intersectionality. The Internal Complaints Committee (ICC) actively works towards preventing and addressing sexual harassment, ensuring legal awareness, counseling, and timely redressal of complaints. Ramps, dedicated washrooms, and reserved parking spaces cater to differently-abled students, providing an enabling environment. Sanitary napkin vending machines, programs on menstrual health, and hygiene initiatives, including distribution drives in slum areas, contribute to gender equity beyond the classroom.

In terms of campus facilities, the institute prioritizes the safety and well-being of women. CCTV surveillance, with 120 cameras installed at various locations, and trained security guards ensure a secure environment. Lady security guards, along with human resource personnel, provide floor-level vigilance, fostering a safe atmosphere. Counseling services are readily available for emotional well-being, and sanitary napkin vending machines in washrooms contribute to hygiene support. These measures collectively create a campus where women feel safe, supported, and empowered to pursue their educational and personal goals, reflecting the institution's commitment to holistic development.

The faculty composition plays a pivotal role in promoting gender equity, with 70% female faculty members contributing to a more female-centric environment on campus. The institute recognizes gender sensitization as an integral part of its teaching-learning and research activities, fostering an enabling environment for girls across diverse intersections of disability, sexuality, and socio-economic backgrounds.

In conclusion, the institution's initiatives encompass a spectrum of measures, from curriculum integration and co-curricular activities to facilities and safety protocols, ensuring a holistic approach to gender equity. The Gender Audit, combined with ongoing programs and support mechanisms, reflects the institution's commitment to creating an inclusive and empowering educational environment for all.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 7.1.2

**The Institution has facilities and initiatives for**

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

**Response:** B. 3 of the above

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

### 7.1.3

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

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

**Response:** B. Any 3 of the above



File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 7.1.4

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

#### **Response:**

The institute is dedicated to fostering an inclusive environment that embraces and celebrates cultural, regional, linguistic, and communal socioeconomic diversity. Recognizing diversity as an invaluable asset, the institution actively cultivates an atmosphere that drives innovation, promotes understanding, and fosters social cohesion. Co-curricular activities are designed to cater to inclusivity, ensuring activities related to all categories of students to maintain social harmony.

In terms of cultural diversity, the institution embraces and celebrates various cultures, including Indian festivals like Diwali, Dussehra, Eid, Christmas, and Holi. Events such as "SOLASTA", "Darbar", an intercollegiate socio-cultural fest, and "Eco Ustav", an intra-college event, serve as platforms for students, faculty, and staff to showcase their diverse backgrounds, strengthening the bonds of understanding and unity. These celebrations exemplify the institution's commitment to cultural harmony.

Linguistic diversity is a priority, with the institution ensuring access to quality education for linguistic minority students. A 50% admission reservation is offered for linguistic minority students, and cultural activities like Marathi Bhasha Diwas and Hindi Diwas celebrate regional and linguistic diversity, fostering an inclusive environment.

Efforts toward communal socioeconomic diversity are evident in the institution's inclusive environment. Students and faculty from all communities and religions are part of the institute. The National Service Scheme (NSS) unit actively contributes to community service programs, organizing awareness programs on women's health and violence elimination, collaborating with the health department for vaccination drives in slum areas, and participating in the Polio Drop Drive. The institution's commitment to breaking financial barriers is reflected in flexible fee payment options, ensuring students from economically disadvantaged backgrounds access quality education.

In terms of constitutional obligations, the institute is dedicated to educating students as constitutionally aware citizens. Celebrations of Independence Day, Republic Day, and International Yoga Day, along with sessions on IPR and Patent Laws, emphasize ethical practices. The NSS unit conducts voter awareness programs, seminars on the Right to Information, and engages in activities like taking the pledge of the Preamble and reading excerpts from the Constitution. A seven-day residential camp contributes to rural development, instilling a sense of patriotic commitment for national development.

In conclusion, the institution's efforts and initiatives underscore its commitment to providing an inclusive environment that values diversity in all its forms. From cultural celebrations and linguistic inclusivity to community service and constitutional awareness, the institute actively fosters an atmosphere of tolerance, harmony, and respect for all.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

**Response:**

#### **Best Practice - 1**

**Title of the practice - Employability Skill Enhancement Training Model for Students**

#### **Objectives**

- Equip students with the necessary competencies, including communication, problem-solving, teamwork, and adaptability, to enhance their employability.
- Offer training and education tailored to the needs and demands of various industries, ensuring that students gain relevant expertise.
- Prepare students for the workforce by imparting practical knowledge, professional etiquette, and the ability to navigate the job market effectively.
- Create opportunities for students to connect with potential employers, secure internships, and access career placement services.

#### **The Context**

The training model emphasizes the evolving employment landscape, recognizing the imperative to equip students with practical skills and knowledge to thrive in a highly competitive job market. With a focus on developing essential job-related competencies such as communication, problem-solving, teamwork, and adaptability, this model seeks to bridge the gap between academic learning and real-world application. Furthermore, it acknowledges the industry-specific demands of various career paths, providing tailored education to ensure students gain the expertise necessary for their chosen fields. By fostering career readiness and professionalism, the model prepares students to confidently navigate the workforce and enhances their attractiveness to potential employers. Facilitating networking and job placement opportunities bolsters students' chances of securing internships and employment.

### **The Practice**

The model is structured in three phases across the academic years:

- Student Development Programme (First Year): Enhances overall personality, decision-making, self-confidence, and communication skills. Faculty-led training every Saturday incorporates professional ethics and aptitude training.
- Pre-placement Training Programme (Second Year): Empowers students with prerequisite skills for employability through practical training sessions on aptitude. Conducted every Saturday by industry experts, this phase is integrated into the class timetable and spans 50 hours.
- Employability Skill Enhancement Programme (Third Year): Customized training for the third year focuses on blending company-specific requirements and skills to enhance students' employability. Faculty-led sessions every Saturday are integrated into the class timetable.

### **Evidence of Success**

Significant success is evident through the increased number of internships and placements. In the academic year 2021-22, the institution recorded 191 internships and 14 placements. Subsequently, in 2022-23, there were 145 internships and 77 placements. Arts, Commerce, and Information Technology/Computer Science students secured opportunities in diverse fields such as content writing, finance, marketing, product development, and more.

### **Problems Encountered and Resources Required**

- Limitation in available time impedes the training of students.
- More infrastructure and faculty involvement is required for implementation of the training model.

### **Best Practice - 2**

**Title of the practice - Community Engagement through Extension Activities**

## Objectives

- Foster a sense of social and civic duty within the student body.
- Support community empowerment initiatives.
- Contribute to personality development and nurture a culture of volunteerism.
- Cultivate a positive perspective driven by a commitment to serving and aiding in the advancement of the nation.
- Empower students to mature into accountable citizens and effective contributors to nation-building efforts.

## The Context

In addition to theoretical and practical education, establishing a connection between knowledge and societal development is crucial. This involves nurturing a commitment to community service and volunteerism among students, fostering their development as responsible citizens attuned to the needs of society.

## The Practice

The college's well-organized NSS unit plays a pivotal role in students' voluntary community service, contributing to societal well-being and creating awareness about environmental, social, and political issues.

- **Participation in Various Projects:** Students engage in activities such as tree plantation drives, cleanliness drives, Swachh Bharat, vaccination drives, and voter awareness programs annually.
- **Health Awareness:** Regular awareness camps on health issues, seminars by NGO experts, and initiatives like AIDS awareness and yoga workshops promote health and fitness.
- **Adoption of Slum Areas:** NSS has adopted slum areas like "Sambhaji Nagar," Dahisar East, "Savroli Village," Palghar, and "Bandhan Village," Palghar, organizing week-long residential camps with activities ranging from road construction to teaching 10th-grade students.
- **Contributions during Calamities:** During natural calamities, NSS collaborated with Indian Development Foundation (IDF) to contribute to relief funds through voluntary monetary and non-monetary contributions.
- **Promotion of Tribal Women's Self-Reliance:** Initiatives like promoting the sale of Diyas made by tribal women contribute to the self-reliance of tribal communities.

## Evidence of Success

Volunteers successfully organized various blood donation drives in collaboration with multiple organizations across Dahisar, Borivali, Kandivali, and Mira Bhayander. They also conducted an AIDS awareness campaign in Sambhaji Nagar, Dahisar, using street theater to educate the community about the disease and prevention measures.

NSS volunteers, trained by healthcare workers, assisted in multiple polio vaccination drives at Primary Health Care Centers under the Mira-Bhayander Municipal Corporation(MBMC).

The "Avoid ME" initiative, led by NSS volunteers, sought to replace plastic bags with paper ones, provided to local shopkeepers. They also raised awareness about plastic waste through street plays. A Mega Collection Drive for E-Waste and Dry Waste was conducted in Mira Bhayander. Collaborating with the Indian Navy, activities like Swachh Bharat 2.0 (Urban) and Swachhata Pakhwada-Azadi Ka Amrit Mahotsav aimed to promote environmental awareness and sensitivity among students.

The 2021 Maharashtra floods in the Mahad Chiplun area prompted the government and local authorities to prioritize relief efforts. NSS volunteers partnered with the Indian Development Foundation and Sood Charity Foundation to establish the 'Maharashtra Flood Relief Camp' (Konkan region) to provide essential supplies, including nutritious food and household materials, for the affected population.

The 'Happy Meal Distribution' program provided nourishing meals to Police, MBMC officials, and those tirelessly working during Ganesha Visarjan. During Road Safety Week, the focus was on adhering to traffic rules and aiding Ganpati festival crowds. The National Unity Day Rally, held in collaboration with the police, aimed to foster unity. The Dahisar police station conducted a cleanliness drive. Raksha Bandhan and Diwali were celebrated with police officials to spread the festive joy.

The Institute organized 'Covid-19 Vaccination Drive' in collaboration with Suman Ramesh Tulsiani Charitable Trust (SRTCT) where FREE vaccination was provided to 1848 people living in slums, laborers and the needy .

The Institute partnered with My Green Society and the Indian Development Foundation (IDF) to organize "God's Child," a ration donation program. It aimed to promote gender equality by providing dry ration kits to the transgender community.

The institute has taken steps to reduce air pollution, including the creation of a City Forest using the Miyawaki method at Thakur College of Science and Commerce and organizing tree plantation drives in collaboration with Mira-Bhayander Municipal Corporation(MBMC).

### **Problems Encountered and Resources Required**

- More faculty participation is required.
- More financial assistance is needed.

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>

### 7.3 Institutional Distinctiveness

#### 7.3.1

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

**Response:**

Providing sufficient opportunities to each learner to actualize their potential and overcome the life long challenges in the competitive globalized environment is an indispensable aim of the institute. A high standard in the transmission of knowledge within a lively and interactive environment is set, leading learners to not only gain significant honors in their respective field but also develop into contributing and responsible citizens of the future. The attitude of service and social responsibility that ensures our students are change-makers and community builders of the future is instilled by the institute. Special emphasis has been placed on plastic neutrality by the institute keeping in mind the urgent need of environmental conservation. The institution aims to be the first of its kind to recycle 100% of its plastic waste. For this express purpose, the institute has come up with a novel social initiative startup; 'Go Shoonya'. The institution has also transcended the boundaries of the campus to extend this initiative to various localities in the Dahisar - Mira-Bhayandar belt. The goal of the initiative is to not only recycle plastic waste but also to upcycle it and convert it into usable plastic products. This process is rightly dubbed the 'shoonya cycle'; to emphasize the message that we dispose off as little plastic as possible.

The process has been divided into certain stages to ensure smooth functioning of the undertaking.

**Collection Stage:** To begin the 'Shoonya cycle', student volunteers visit multiple residential societies, schools, and slum areas around the vicinity of the college in the Dahisar - Mira-road suburbs in order to create awareness regarding waste segregation and the perils of irresponsible waste disposal through street plays. The residents are then instructed on how to segregate plastic waste from other types. These visits take place multiple times over a time period to ensure that residents take the movement seriously and start to segregate the waste they generate in their unit. Specialized bins to collect plastic waste are also installed in these areas. These bins are also produced in the institute itself by the student volunteers out of recycled plastic waste. The residents contact the volunteer team when the bin is close to full and the volunteers set out to collect the recyclable plastic waste. These bins are then emptied and the contents are brought to the college for the next step.

**Segregating Stage:** After the plastic is collected, it is brought to the institute in the 'shoonya vehicle' that is a zero emission electric vehicle by the student volunteers for the crucial stages of segregation and cleaning. The students segregate the collected plastic waste by its color as well as its thickness. In total, the plastic is divided into seven categories as per the standards of the American Society for Testing and Materials (ASTM) - International Resin Identification Coding System

**Cleaning Stage:** The students then begin the crucial task of cleaning and washing the meticulously segregated plastic waste by hand. Waste items like food containers, milk jugs, playground equipment are paid special attention to make sure that any and all dust, dirt, or oil residue is done away with and the plastic is ready and safe for reuse.

**Shredding Stage:** The segregated plastic is put through a shredder according to color by the volunteers. The students repeat the process till the plastic is pulverized into a fine powder. This step ensures efficiency in the melting of the plastic waste and saves electrical energy as well.

**Injecting and Molding Stage:** The plastic powder is fed to an injection and moulding machine which melts the plastic and casts into desired shapes by the volunteers.

**Finishing Stage:** The recycled products are then finished by hand. The product is separated from its mold and filed to do away with any imperfections by the student volunteers. Several products like keychains, coasters, ear-rings and pendants are produced from this recycled plastic. As of now, about 10,000 tons of plastic have been recycled and prevented from being discarded in dumping grounds by the students.

All of the above stages are performed in a specially designed 'shoonya lab' that has been established within the campus itself. It has been aptly dubbed as 'a lab where ideas turn into tangible products.' It is also worth mentioning that all the mentioned stages are executed by the student volunteers itself. The lab has been carefully designed to incorporate innovative ideas and turn them into products leaving behind 'zero carbon footprint'.

Apart from plastic upcycling, which remains an extremely key function of the Shoonya Cycle, Institute also involves itself with several other initiatives that aim to take a step ahead for a cleaner and greener future.

The Shoonya Volunteers take part in extensive beach cleanups which not only helps their plastic collection initiative but also aims to ensure that the fragile marine ecosystems remain as unharmed as possible from human activity.

Several patches of rural and urban land have also been reinvented as green pastures with the help of tree plantation drives. The volunteers seek to make the most of the limited land resources by employing the 'Miyawaki Method' to create dense forests using exclusively native plants. This effort has borne fruit quite literally by creating a positive impact on the afforestation efforts in the targeted areas. Eventually, all actions undertaken and solutions applied under the Shoonya Cycle initiative are so designed keeping in mind the much larger goal of achieving a carbon neutral society.

In the future, it is a sincere hope of the institution that the movement gets more and more traction and translates into a greener landscape for all and a carbon-neutral Mumbai and eventually a carbon-neutral India.

This initiative has been on the receiving end of laurels and accolades from prestigious organizations. Some of which are:

1. The UNICEF for increasing awareness regarding waste segregation

2.Mira-Bhayandar Municipal Corporation for beach cleaning and waste segregation

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>



## 5. CONCLUSION

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### **Additional Information :**

Thakur Ramnarayan College of Arts and Commerce (TRCAC) is not just a place for academic pursuits; it's a vibrant hub where students engage in a myriad of activities that contribute to their holistic development.

Research at TRCAC is not confined to textbooks and classrooms. Faculty members are encouraged to write quality research papers, attend Faculty Development Programmes (FDP) to grow their research appetite. The institution fosters a culture of curiosity and innovation. Faculty members also encourage students to delve into research projects, providing them with valuable hands-on experience. This emphasis on research equips students with critical thinking skills and the ability to apply theoretical knowledge to real-world scenarios.

Placement and Higher Education Cell, bridging the gap between education and employment. This dynamic cell facilitates internships, connects students with potential employers, and ensures their readiness for the professional world, enhancing the overall employability of TRCAC graduates.

Co-curricular activities are an integral part of TRCAC's educational approach. These activities, ranging from seminars and workshops to debates and quizzes, provide students with opportunities to enhance their skills beyond academics. They learn teamwork, leadership, and effective communication, essential for their overall growth.

Cultural activities at TRCAC celebrate diversity and creativity. Events like cultural festivals, art exhibitions, and talent shows provide a platform for students to showcase their artistic talents. These activities not only add vibrancy to campus life but also foster a sense of community and mutual appreciation for various forms of expression.

Sports are given due importance at TRCAC. The college boasts state-of-the-art sports facilities, encouraging students to participate in various games and physical activities. Sports not only promote a healthy lifestyle but also instill qualities like discipline, teamwork, and resilience.

The National Service Scheme (NSS) plays a crucial role in community engagement at TRCAC. Through various initiatives, such as blood donation camps, cleanliness drives, and awareness programs, students actively contribute to the betterment of society. NSS instills a sense of social responsibility and empathy among students.

### **Concluding Remarks :**

Finally, TRCAC goes beyond traditional education, creating an environment where research, placement & higher education, co-curricular activities, cultural events, sports, and community service are seamlessly woven into the fabric of student life. This holistic approach ensures that graduates not only excel in their academic endeavors but also emerge as well-rounded individuals ready to face the challenges of the world.

Upon completing graduation, students emerge equipped with a comprehensive education and practical skills. More than a graduation milestone; TRCAC is a dynamic community where individuals complete their academic journey with essential skills, knowledge, and values, ready to positively contribute to the world.

around them.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :23</p> <p>Remark : DVV has made changes as per the report shared by HEI</p>																				
1.2.2	<p><b><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></b></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1007</td> <td>15</td> <td>301</td> <td>33</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>595</td> <td>2</td> <td>11</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI</p>	2022-23	2021-22	2020-21	2019-20	2018-19	1007	15	301	33	0	2022-23	2021-22	2020-21	2019-20	2018-19	595	2	11	0	0
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2022-23	2021-22	2020-21	2019-20	2018-19																	
595	2	11	0	0																	
1.4.1	<p><b><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></b></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken&amp; communicated to the relevant bodies and feedback hosted on the institutional website</p> <p>Answer After DVV Verification: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies</p> <p>Remark : DVV has made changes as per the report shared by HEI</p>																				
5.1.2	<p><b><i>Following capacity development and skills enhancement activities are organised for improving students' capability</i></b></p> <ol style="list-style-type: none"> <li>1. <b><i>Soft skills</i></b></li> <li>2. <b><i>Language and communication skills</i></b></li> <li>3. <b><i>Life skills (Yoga, physical fitness, health and hygiene)</i></b></li> </ol>																				

**4. ICT/computing skills**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
33	19	3	4	6

Answer After DVV Verification :

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has made changes as per the report shared by HEI

6.5.2	<p><b>Quality assurance initiatives of the institution include:</b></p> <ol style="list-style-type: none"> <li>1. <b>Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented</b></li> <li>2. <b>Academic and Administrative Audit (AAA) and follow-up action taken</b></li> <li>3. <b>Collaborative quality initiatives with other institution(s)</b></li> <li>4. <b>Participation in NIRF and other recognized rankings</b></li> <li>5. <b>Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.</b></li> </ol> <p>Answer before DVV Verification : B. Any 3 of the above          Answer After DVV Verification: C. Any 2 of the above          Remark : DVV has made changes as per the report shared by HEI</p>
7.1.3	<p><b>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</b></p> <ol style="list-style-type: none"> <li>1. <b>Green audit / Environment audit</b></li> <li>2. <b>Energy audit</b></li> <li>3. <b>Clean and green campus initiatives</b></li> <li>4. <b>Beyond the campus environmental promotion activities</b></li> </ol> <p>Answer before DVV Verification : A. All of the above          Answer After DVV Verification: B. Any 3 of the above          Remark : DVV has made changes as per the report shared by HEI</p>

## 2.Extended Profile Deviations

ID	Extended Questions																								
1.1	<p><b>Number of students year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 1435 986 1547"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>2299</td> <td>1955</td> <td>1703</td> <td>1051</td> <td>442</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 1626 986 1738"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>975</td> <td>721</td> <td>663</td> <td>660</td> <td>442</td> </tr> </tbody> </table>					2022-23	2021-22	2020-21	2019-20	2018-19	2299	1955	1703	1051	442	2022-23	2021-22	2020-21	2019-20	2018-19	975	721	663	660	442
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