YEARLY STATUS REPORT - 2023-2024

Part A	
Data of the Institution	
1.Name of the Institution	**Trinity Institute of Professional Studies**
• Name of the Head of the institution	**Dr. Ashutosh Agarwal**
• Designation	**Director**
• Does the institution function from its own campus?	**Yes**
• Phone no./Alternate phone no.	**011-45636921**
• Mobile No:	**9315911705**
• State/UT	**New Delhi**
• Pin Code	**110075**
2.Institutional status	
• Affiliated / Constitution Colleges	**Affiliated**
• Type of Institution	**Co-education**
• Location	**Urban**

• Financial Status	**Self-financing**	
• Name of the Affiliating University	**Guru Gobind Singh Indraprastha University**	
• Name of the IQAC Coordinator	**Dr Mukta Sharma**	
• Phone No.	**01145636922**	
• Alternate phone No.	**01145636923**	
• IQAC e-mail address	**iqac.tips@tips.edu.in**	
• Alternate e-mail address	**director@tips.edu.in**	
3.Website address (Web link of the AQAR (Previous Academic Year)	**https://www.tips.edu.in/aqar-2023-24**	
4.Whether Academic Calendar prepared during the year?	**Yes**	
• if yes, whether it is uploaded in the Institutional website Web link:	**https://www.tips.edu.in/assets/images/ckeditor/files/Naac-2023-24/Academic-Calendar-2023-24**	

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B++**	**2.77**	**2017**	**30/10/2017**	**31/10/2022**
Cycle 2	**A**	**3.23**	**2023**	**19/05/2023**	**19/05/2028**

6.Date of Establishment of IQAC	**15/12/2016**

7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,

Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount

Institutional	National Social Service	Ministry of youth affairs and Sports	2023	3,00,000
Institutional	Unnat Bharat	IIT Delhi	2023	50,000
Institutional	International Conference	GGSIPU	2023	50,000

8.Whether composition of IQAC as per latest NAAC guidelines	**Yes**
• Upload latest notification of formation of IQAC	**[View File](#)**
9.No. of IQAC meetings held during the year	**4**
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	**Yes**
• If No, please upload the minutes of the meeting(s) and Action Taken Report	**No File Uploaded**
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	**Yes**
• If yes, mention the amount	**400000**

11.Significant contributions made by IQAC during the current year (maximum five bullets)

Preparation for NAAC Peer Team Visit: The IQAC mentored Heads of Departments for the 2nd cycle of NAAC accreditation, providing meticulous guidance for departmental presentations and documentation. This resulted in the institution achieving the prestigious "A" grade, a testament to its

commitment to academic excellence and innovative teaching practices such as gamification.

Successful ISO Surveillance Audit: Conducted the yearly surveillance audit for ISO 9001:2015 in August 2023, reinforcing the institution's adherence to global quality standards in Education.

Educational and Developmental Programs: Facilitated 8 Value-Added Courses, numerous seminars, workshops, and webinars. Organized 3 Faculty Development Programs (FDPs) and 1 Staff Development Program (SDP) while planning for the 1st International Conference and 12th TIPSCON on "Creating a Better Tomorrow: Innovative Practices for Sustainability."

Student Engagement in Cultural Activities: Successfully conducted Anugoonj Prelims and provided comprehensive support, including trainers and choreographers, for students to excel in GGSIP University's annual cultural fest. Students achieved outstanding recognition, including winning the prestigious "Mr. & Ms. Anugoonj" titles.

Community Service Initiatives: Actively promoted community service through NSS, Rotaract, and BVP. Additionally, the institution installed the Institution's Innovation Council (IIC) to foster a culture of innovation and entrepreneurship. We have been awarded Rotary Citation 2023-2024 for creating hope in the world.

12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

Plan of Action	Achievements/Outcomes
Regular IQAC Meetings	Conducted 4 meetings in 2023-24 to plan & implement various academic & administrative activities
Participation in AISHE, ISO Certification, and Green Audit	The college has also participated in the AISHE.
Program & Course Outcome Attainment of PO, PSO & CO is analyzed using direct and indirect methods.	The direct method includes formative assessment and the indirect method Includes course exit survey.
Academic Excellence	• College Academic calendar, Lesson Plan & Lab Manual, Weekly Report, Progress Report. Prepared with exam schedules, and departmental Year Plans of curricular, co-curricular, and extension activities. • Remedial/ Extra classes have improved the results • Guest lectures, seminars, and webinars on the latest trends and technology help the students upgrade their knowledge and stay on par with the industry • The use of ICT Tools and innovative teaching methods like gamification, Peer-level learning, presentations, and flip classes have helped the students learn fast, be more confident, and retain in a better way • Students were encouraged to enroll in MOOCS courses and also register for Value-added courses have enhanced students' knowledge and helped them to be future-ready by working on capstone projects. • Student clubs are a great way for collaborative learning in the desired field of interest.

Feedback and Student Satisfaction Survey	IQAC Collected & Analysed all stakeholder feedback for enrichment for continual quality enhancement. The IQAC suggestions for improvement along with the analysis report submitted to higher authorities for action
Promoting research culture	International Conference on Creating a Better Tomorrow: Innovative Practices for Sustainability
Social Responsibility and Outreach Programs	Various programs were organized under Rotaract Club, NSS, Unat-Bharat, Bharat Vikas Parishad, Eco-Club, and IIC
Enhanced employability	Numerous activities like GD, Extempore, sessions on Resume writing, creating impressive LinkedIn profiles, mock interviews, and pre-placement talks to up-skill and prepare the students to face the interview panel. Students have gone on industrial visits which has given them practical and real-time exposure An internship Fair and Placement Expo have been organized and students got the opportunity to appear and face several interviews Numerous Alumni Engagement sessions were conducted to strengthen the Alumni Network for better employability and career opportunities
Cultural, Sports	Students were encouraged to participate in Cultural and sports events and were provided comprehensive support, including trainers and choreographers, for students to excel in GGSIP University's annual cultural fest. Students achieved outstanding recognition, including winning the prestigious

13.Whether the AQAR was placed before statutory body?	Yes

- Name of the statutory body

Name	Date of meeting(s)
Governing Body & Advisory Body	20/10/2023

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2024	13/03/2024

15.Multidisciplinary / interdisciplinary

The National Education Policy 2020 envisions transforming India's education system into a holistic, flexible, and learner-centric framework that ensures equity, inclusivity, and accessibility. It aims to foster critical thinking, creativity, and ethical decision-making while promoting lifelong learning and preparing students to meet global challenges. Aligned with the NEP's vision, the institution focuses on effective curriculum delivery through meticulous planning and a student-centric approach. Faculty preferences are considered for subject allocation, followed by the timely preparation of timetables, lesson plans, and academic calendars. To monitor academic outcomes, regular assessments, including internal examinations, assignments, presentations, and class tests, are conducted. Communication skills and personality development are

emphasized through workshops, guest lectures, and seminars. Integrated activities like research and presentations foster teamwork, ethical decision-making, critical thinking, and the application of knowledge in real-world contexts. Environmental education is embedded in the curriculum, covering topics like pollution, biodiversity, and waste management, while human values and ethics nurture life skills and social responsibility. Students actively engage in outreach programs such as NSS, BVP, and Rotaract, applying their knowledge to societal causes and enhancing employability. Additionally, value-added courses offered in collaboration with our knowledge partners bridge the industry-academia gap, providing multidisciplinary, holistic education and equipping students with industry-relevant skills.

16. Academic bank of credits (ABC):

Trinity Institute of Professional Studies is an affiliated institute of GGSIPU. We are following all the guidelines regarding the implementation of the Academic Bank of Credit issued by the university. All the students have registered. The institution has focused on upskilling students by offering a variety of value-added courses. This is an endeavor to enhance and improve students' current skill sets and align them with industry expectations. The students are encouraged to join MOOC through NPTEL or Swayam Platform so that the credits can be transferred.

17. Skill development:

The curriculum includes courses on ability enhancement, project work/dissertations, personality development, critical thinking, and communication skills, adhering to NEP 2020 aims. The Institute organizes various activities to enhance students' soft skills, life skills, human values, ethics, and competitive readiness. Skill development is emphasized alongside academic training, with activities including PDP classes, and IT Clubs (e.g., APEX-Designing, ALFA-Coding, Arclight-Blogging, Cyber-Knight Networking & Security, Fact smith-Research). Life skills sessions are conducted for mental well-being and happiness. Mooting and legal documentation are also emphasized. Apprenticeship and internship programs provide real-world insights into corporate demands. Online technical & aptitude tests and mock interviews are regularly conducted to prepare students for the placements and competitive exams. Entrepreneurship Awareness Programs, facilitated by IIC to nurture entrepreneurial skills, align with the National Education Policy (NEP) objective of self-reliance. The Institute frequently organizes workshops, seminars, FDPs, and guest lectures with industry veterans.

18. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

The institute has effectively integrated the Indian Knowledge System into its curriculum across various programs. In the BAJMC curriculum, students study subjects like Hindi typing, Socio-Economic & Political Scenarios, Indian Culture, the History of Print and Broadcasting in India, Media Laws & Ethics, and Contemporary Issues, as prescribed by GGSIPU. Law students study subjects like Legal Methods, History-I & II, and Constitutional Law as part of the BA LLB curriculum. BBA, B.Com, and BCA students explore Indian culture through courses like Human Values and Ethics and Understanding India, focusing on coexistence and Indian ethos. To further imbibe the Indian knowledge system, the institute organizes classical dance competitions, hindi poem competitions, kavi samelan, and debate competitions, Dandiya festival is played during Navratri, Holi, Diwali, Lohri, is celebrated with great zeal emphasizing the importance of Indian culture. Yoga sessions are conducted regularly to help students manage stress and connect with Indian cultural values through various asanas.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

The course syllabi, designed by the university, incorporate considerations of social needs to align with the National Education Policy (NEP). Under the aegis of IQAC, the institute has trained its faculty members to emphasize Outcome-Based Education (OBE). The institute's programs are aligned with GGSIP university's OBE framework, featuring clearly stated POs, PSOs, and COs. All course lesson plans are designed with outcomes focused on cognitive abilities based on Bloom's Taxonomy levels: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. These outcomes also ensure social responsiveness and ethics. Question papers and answer booklets are also designed with these principles in mind. This approach ensures that both domain-specific skills and broader educational goals are met, preparing students not only for professional success but also for responsible citizenship.

20.Distance education/online education:

As an affiliated institute, we cannot offer distance education. However, Google Classroom and the ERP system share daily notes, assignments, and other teaching materials. Online quizzes and assignments are evaluated using tools like Google Forms, Kahoot, and other platforms. Both students and faculty members are encouraged to join MOOC courses to support blended learning. Additionally, students are motivated to enroll in online short-term courses through platforms such as ICT, Simplilearn, Udemy, and Coursera.

Extended Profile

1.Programme

1.1 Number of courses offered by the institution across all programs during the year	261

File Description	Documents
Data Template	View File

2.Student

2.1 Number of students during the year	1900

File Description	Documents
Data Template	View File

2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	103

File Description	Documents
Data Template	View File

2.3 Number of outgoing/ final year students during the year	517

File Description	Documents

Data Template	View File

3.Academic

3.1 Number of full time teachers during the year	99

File Description	Documents
Data Template	View File

3.2 Number of Sanctioned posts during the year	80

File Description	Documents
Data Template	View File

4.Institution

4.1 Total number of Classrooms and Seminar halls	23

4.2 Total expenditure excluding salary during the year (INR in lakhs)	73194313

4.3 Total number of computers on campus for academic purposes	315

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

Trinity Institute of Professional Studies (TIPS), affiliated with Guru Gobind Singh Indraprastha University, New Delhi ensures effective curriculum delivery through a systematic and documented approach. Faculty members create detailed lecture plans, lab manuals, question banks, assignments, and answer keys, all accessible in the library for student reference. Teaching methodologies incorporate ICT tools, real-world case studies, and examples through interactive panels to foster a deeper understanding and sustain student interest.

To bridge the gap between theoretical knowledge and practical application, the institute organizes value-added courses, guest lectures, seminars, expert talks, industrial visits, and alumni interactions. Students are encouraged to undertake internships and participate in live projects, enhancing their technical skills and industry readiness.

Interactive learning is a hallmark of TIPS, with activities like group discussions, personal interviews, debates, extempore sessions, case discussions, and student presentations complementing regular classes. These initiatives aim to build confidence and critical thinking skills.

Continuous improvement is a priority, achieved through systematic feedback collection from stakeholders. Standardized feedback mechanisms across courses ensure that teaching and learning processes evolve to meet the dynamic needs of students and the industry, reflecting the institute's commitment to academic excellence.

File Description	Documents
Upload relevant supporting document	**View File**
Link for Additional information	**Nil**

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

Trinity Institute of Professional Studies (TIPS), affiliated with GGSIPU, strictly follows the academic calendar issued by the university. At the start of each session, the institute prepares its academic calendar based on university guidelines, which are approved by the management and communicated to stakeholders via the institute's website and notice board.

A key aspect of the academic calendar is the Continuous Internal Evaluation (CIE), conducted as per the university's examination policy. Internal examination schedules are announced in advance, and departments maintain weekly reports and Academic Progress Reports to ensure timely completion of the syllabus for both internal and external assessments.

The CIE framework is rooted in Outcome-Based Education (OBE) principles, allocating 25 marks (old curriculum) or 40 marks (revised curriculum) for theory and 40 marks for practical exams. Question papers are designed using Bloom's Taxonomy

and CO-PO mapping, enabling the institute to assess learning outcomes comprehensively and plan remedial classes as needed. Assessments include internal exams, class participation, assignments, presentations, case studies, and other activities to ensure a holistic evaluation of student performance.

Faculty members provide constructive feedback on assignments and presentations, helping students address improvement areas. This structured approach ensures comprehensive syllabus coverage and prepares students thoroughly for evaluations, fostering academic excellence and overall development.

File Description	Documents
Upload relevant supporting documents	**View File**
Link for Additional information	**https://www.tips.edu.in/assets/images/ckeditor/files/Naac-2023-24/Academic-Calendar-2023-24**

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs	A. All of the above

Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University	

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	**View File**
Any additional information	**View File**

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

5

File Description	Documents
Any additional information	**View File**
Minutes of relevant Academic Council/ BOS meetings	**No File Uploaded**
Institutional data in prescribed format (Data Template)	**View File**

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

8

File Description	Documents
Any additional information	**View File**
Brochure or any other document relating to Add on /Certificate programs	**View File**
List of Add on /Certificate programs (Data Template)	**View File**

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

687

1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year

687

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

1.3 - Curriculum Enrichment

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

Trinity Institute of Professional Studies (TIPS) is dedicated to shaping socially responsible individuals who respect all living beings and contribute to sustainable development. The curriculum integrates cross-

cutting issues, including Gender Equality, Environment and Sustainability, Human Values, and Professional Ethics, supported by a variety of initiatives:

1. Environment and Sustainability
    - Environmental studies are a core component of all programs.
    - Activities such as tree plantation drives, visits to botanical gardens, hygiene and sanitation awareness campaigns, cleanliness drives, and creative practices like "best out of waste" projects and street plays enhance environmental consciousness.
2. Gender Equality

The institution runs a gender equality cell and promotes the same by ensuring equal opportunities for women through awareness initiatives and supportive policies.

1. Human Values
    - Programs beyond the syllabus foster human values in students and staff.
    - Initiatives include blood donation drives, visits to orphanages and old age homes, and outreach activities in adopted villages to educate and empower women, children, and men.
2. Professional Ethics
    - The Placement Cell organizes aptitude tests, group discussions, extempore sessions, and mock interviews to prepare students for professional challenges with ethical rigor.

These initiatives ensure holistic development, cultivating ethically grounded, environmentally conscious, and socially responsible graduates.

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

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

45

File Description	Documents
Any additional information	**View File**
Programme / Curriculum/ Syllabus of the courses	**View File**
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	**No File Uploaded**
MoU's with relevant organizations for these courses, if any	**No File Uploaded**
Number of courses that include experiential learning through project work/field work/internship (Data Template)	**View File**

1.3.3 - Number of students undertaking project work/field work/ internships

805

File Description	Documents

Any additional information	**View File**
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	**View File**

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni	**A. All of the above**

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

1.4.2 - Feedback process of the Institution may be classified as follows	**A. Feedback collected, analyzed and action taken and feedback available on website**

File Description	Documents
Upload any additional information	**View File**
URL for feedback report	**https://www.tips.edu.in/assets/images/ckeditor/files/Naac-2023-24/AQAR-2023-24-feedback**

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of sanctioned seats during the year

80

File Description	Documents
Any additional information	**View File**
Institutional data in prescribed format	**View File**

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

9

File Description	Documents
Any additional information	**View File**

Number of seats filled against seats reserved (Data Template)	**View File**

2.2 - Catering to Student Diversity

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

Students exhibit variation in learning abilities and based on this ability students are categorized as SLOW LEARNERS AND ADVANCE LEARNERS. To ensure an effective Teaching and learning process for all students, faculty must identify students' learning abilities to ensure the engagement of advanced learners and provide adequate support to slower learners. The process is as below:

Step-1: Identification of Slow Learners and Advanced Learners

Based on students' preceding exam performance, subject-specific performance, and learning ability students are classified into two groups; advanced and slow learners.

Criteria to assess the learning levels of the students

1. Preceding examination overall result (Advanced learners score more than 75% and slow learners score less than 50 %.)
2. Specific subject-based results are observed.
3. Continuous assessment by the course instructor is based on Class tests, quizzes, assignments, class performance, and participation.

Step 2: Measures Taken for Slow Learners

1. Remedial Classes
2. Personal Attention through academic counseling
3. Bridge Courses
4. Mentor-mentee sessions
5. Peer-level tutoring
6. Flip classes
7. Variation in teaching pedagogy.

Step-3: Measures Taken for Advanced Learners

1. Case/ Research-Based Learning
2. Advanced Assignment for excellent achiever.
3. Seminar/Webinar
4. Project Based Learning/live projects
5. Online Courses (MOOCs)
6. Peer Level Teaching

File Description	Documents
Link for additional Information	**Nil**
Upload any additional information	**View File**

2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

Number of Students	Number of Teachers
1900	99

File Description	Documents
Any additional information	**View File**

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

Our institution adopts student-centric teaching methods to foster holistic development and improve learning outcomes. These methods include experiential learning, participative learning, and problem-solving methodologies.

Experiential Learning is emphasized through practical exposure, where students are required to complete a 45-day internship and participate in industrial visits to organizations like Appsware Technology, Coca-Cola, and All India Radio. These real-world experiences bridge the gap between academic knowledge and industry practices. Additionally, students are encouraged to complete MOOCs (Massive Open Online Courses) as part of the curriculum, while live projects and workshops provide hands-on experience with the latest tools and technologies such as Adobe Photoshop, Power BI, and Advanced Excel.

Participative Learning is promoted through active student involvement in clubs and societies, where they plan and execute events like Unmad (Cultural Fest), Tech-Samaroh (IT Fest), and Urja (Management Fest). This involvement enhances leadership, teamwork, and organizational skills.

Problem-solving methodologies are integrated through activities like case study discussions, group interactions, and quizzes, which encourage critical thinking. Additionally, students engage in design thinking through sessions organized by the Institution's Innovation Council (IIC), helping them develop innovative solutions to real-world problems.

File Description	Documents
Upload any additional information	**View File**
Link for additional information	**Nil**

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

The institute's campus is fully equipped with Wi-Fi and ICT facilities, including projectors in every classroom to promote practical learning. It emphasizes teaching as a performing art, urging faculty to use diverse pedagogical methods and innovative technology to engage students and enhance their learning experience. Virtual e-learning platforms like Google Classroom, Kahoot, and Google Forms for quizzes are complemented by well-equipped physical classrooms.

Computer labs ensure students engage with cutting-edge technology to enhance their professional competencies. Online courses from NPTEL, and extensive e-resources like Pearson, Delnet, e-journals to enrich student learning. Students are also taught data analysis software such as Python, Tableau, and Excel. Additionally, the institute uses Check for Plag to check plagiarism and ensure the originality of research.

Key events such as webinars, guest lectures, orientations, and conferences are broadcast live on the institute's YouTube channel or Facebook page. Attendance is closely monitored, with communications sent to parents and students as needed. This comprehensive and technology-driven approach fosters effective and flexible learning experiences.

File Description	Documents

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

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

2.3.3.1 - Number of mentors

99

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

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

99

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	**View File**
Any additional information	**No File Uploaded**
List of the faculty members authenticated by the Head of HEI	**View File**

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

30

File Description	Documents
Any additional information	**View File**
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year(Data Template)	**View File**

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

2.4.3.1 - Total experience of full-time teachers

100

File Description	Documents
Any additional information	**No File Uploaded**
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	**View File**

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

The institute strictly follows the internal assessment process as per GGSIP University guidelines, ensuring unbiased and transparent evaluation. During orientation, newly admitted students are briefed on the curriculum and examination scheme.

Internal assessment emphasizes continuous evaluation based on higher-order thinking skills under Bloom's Taxonomy. The institute follows a common assessment pattern for most theory subjects,

mapping assessment components to course outcomes, which are shared with students through lesson plans. Methods include quizzes, tests, assignments, case analyses, and projects, with emphasis on attendance and class participation.

Marks Distribution:

· Till Batch 2022-25: Total: 100 Marks (Internal: 25, External: 75)

o BCA & BAJMC: Internal Exam: 20 marks + Assignments, Case Studies, Class Performance: 5 marks

o BBA, B.Com (H) & BA (LLB): Internal Exam: 15 marks + Assignments, Case Studies, Class Performance: 10 marks

· Batch 2023-26 Onwards: Total: 100 Marks (Internal: 40, External: 60)

o All Courses: Internal Exam: 15 marks + Assignments, Case Studies, Class Performance: 25 marks

Techniques such as simulations, role plays, and project-based learning enhance critical thinking. Outcome attainment is analyzed to identify areas for improvement, with strategic action plans devised accordingly. Detailed feedback on assessed scripts aids student improvement, supplemented by training in academic writing and presentation skills.

File Description	Documents
Any additional information	**View File**
Link for additional information	**Nil**

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

The institute adheres strictly to the internal assessment process as outlined by GGSIP University, ensuring an unbiased and transparent evaluation system. During orientation, newly admitted students are informed about the curriculum and examination scheme. Internal assessment includes a mix of written exams, class presentations, assignments, case studies, and regular activities designed to meet course-specific requirements.

A comprehensive grievance redressal system is in place to address any concerns related to internal and external examinations. The institute ensures that exam infrastructure is of high quality and that student concerns are resolved promptly. Detailed seating plans and clear instructions are provided to facilitate smooth exam conduct, with the Standard Operating Procedures followed in cases of non-adherence to instructions or unfair practices.

Marks distribution is as follows:

- **Till Batch 2022-25: Total: 100 Marks (Internal: 25, External: 75)**
    - **BCA & BAJMC: Internal Exam: 20 + Assignments, Case Studies, Class Performance: 5**
    - **BBA, B.Com (H) & BA (LLB): Internal Exam: 15 + Assignments, Case Studies, Class Performance: 10**
- **Batch 2023-26 Onwards: Total: 100 Marks (Internal: 40, External: 60)**
    - **All Courses: Internal Exam: 15 + Assignments, Case Studies, Class Performance: 25**

Answer scripts are reviewed with students post-evaluation, and any grievances are promptly addressed.

File Description	Documents
Any additional information	**View File**
Link for additional information	**Nil**

2.6 - Student Performance and Learning Outcomes

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

The Institute uses Outcomes-Based Education (OBE) to enhance students' professional skills and improve their employability. The Assurance of Learning system is robust. Program and Course Outcomes are meticulously drafted and available on the institution's website, guiding faculty in session planning. Each semester, faculty prepare Lesson Plans outlining content, learning outcomes, teaching methods, materials, and assessment patterns, mapping course outcomes to program outcomes.

Students are informed about these outcomes and assessment parameters, making evaluations transparent and objective. Customized rubrics reduce subjectivity, and threshold levels for outcome attainments are set. If attainment falls below these levels, strategies are developed to improve outcomes.

Program and course outcomes, displayed on the website, ERP, official WhatsApp groups, and in the library, are fundamental to the teaching-learning process. These outcomes define the knowledge and skills students are expected to acquire, ensuring comprehensive and relevant education crucial for their professional success.

File Description	Documents
Upload any additional information	**View File**
Paste link for Additional information	**Nil**
Upload COs for all courses (exemplars from Glossary)	**View File**

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

At TIPS, Outcomes-Based Education (OBE) ensures that learning outcomes at both program and course levels align with professional skills and expected student proficiency. Formative and summative assessments, including mid-semester exams, quizzes, assignments, projects, viva, and presentations, monitor continuous progress.

Each course has a predefined threshold for outcome attainment based on its difficulty. All assessments are mapped to outcomes, and scores are collated to evaluate the attainment of program outcomes at the course

level. Feedback from these evaluations helps faculty redesign teaching strategies for improved future performance.

The threshold level of attainment for program outcomes is set based on the performance of previous batches. Each semester, course outcomes are assessed concerning program outcomes using both direct and indirect assessments. If the attainment level falls short of the threshold, the department plans corrective actions such as revising teaching methodologies and providing additional exposure to students through innovative and effective teaching practices.

Additionally, all institutional events are linked to program and course outcomes. The success of each event is assessed through participant feedback, and corrective actions are taken based on the analysis. This feedback loop ensures continuous improvement, maintaining high standards in both teaching and student learning outcomes.

File Description	Documents
Upload any additional information	**View File**
Paste link for Additional information	Nil

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

527

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

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

https://www.tips.edu.in/assets/images/ckeditor/files/Naac-2023-24/AQAR-2023-24-sss

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 year (INR in Lakhs)

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

400000

File Description	Documents
Any additional information	**View File**
e-copies of the grant award letters for sponsored research projects /endowments	**No File Uploaded**
List of endowments / projects with details of grants(Data Template)	**View File**

3.1.2 - Number of departments having Research projects funded by government and non government agencies during the year

3.1.2.1 - Number of departments having Research projects funded by government and non-government agencies during the year

3

File Description	Documents
List of research projects and funding details (Data Template)	**View File**
Any additional information	**View File**
Supporting document from Funding Agency	**No File Uploaded**
Paste link to funding agency website	**Nil**

3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year

3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year

46

File Description	Documents
Report of the event	**View File**
Any additional information	**View File**
List of workshops/seminars during last 5 years (Data Template)	**View File**

3.2 - Research Publications and Awards

3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year

3.2.1.1 - Number of research papers in the Journals notified on UGC website during the year

11

File Description	Documents
Any additional information	**View File**
List of research papers by title, author, department, name and year of publication (Data Template)	**View File**

3.2.2 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

3.2.2.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year

53

File Description	Documents

Any additional information	**View File**
List books and chapters edited volumes/ books published (Data Template)	**View File**

3.3 - Extension Activities

3.3.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

At TIPS, our commitment to societal upliftment is exemplified through diverse community service initiatives that nurture holistic student development and address pressing social issues. Under the National Service Scheme (NSS), students engage in selfless service, participating in health awareness drives, blood donation camps, fitness programs, national integration, and adventure camps.

Our dedication extends to empowering marginalized communities and supporting underprivileged families and senior citizens through food donation drives and recreational programs. For rural development, TIPS has adopted seven villages under Unnat Bharat Abhiyan (UBA) and two villages under NSS, implementing skill development workshops, sanitation drives, and financial literacy sessions.

Environmental sustainability remains a priority, with tree plantation drives, waste management programs, awareness campaigns, self-defense workshops, digital literacy initiatives, and vocational training fostering women's empowerment and youth leadership.

Collaborating with organizations like Bharat Vikas Parishes, Rotary Club, Unnat Bharat Abhiyan, My Bharat, and AICTE, we address critical challenges in education, health, and skill development. Regular cleanliness and food donation drives further reinforce our mission for a better tomorrow.

At Trinity we instill empathy, inclusivity, and active citizenship among students, contributing to an empowered and resilient society aligned with the vision of an inclusive India.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	**View File**

3.3.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.3.2.1 - Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year

13

File Description	Documents
Any additional information	**View File**
Number of awards for extension activities in last 5 year(Data Template)	**View File**
e-copy of the award letters	**View File**

3.3.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

3.3.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

227

File Description	Documents
Reports of the event organized	**View File**
Any additional information	**View File**
Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template)	**View File**

3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year

3.3.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

1800

File Description	Documents
Report of the event	**View File**
Any additional information	**View File**
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	**View File**

3.4 - Collaboration

3.4.1 - The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the year

137

File Description	Documents
e-copies of linkage related Document	**View File**
Details of linkages with institutions/industries for internship (Data Template)	**View File**
Any additional information	**View File**

3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year

3.4.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. during the year

12

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	**View File**
Any additional information	**View File**

Details of functional MoUs with institutions of national, international importance, other universities etc during the year	**View File**

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

Since its inception, the institute has continually expanded and upgraded its facilities to create a high-tech, student-centric campus that promotes academic excellence. The institution offers a modern, centrally air-conditioned campus equipped with cutting-edge infrastructure and learning resources.

- Spacious Classrooms and Tutorial Rooms: 21 classrooms and 2 tutorial rooms, all equipped with ICT tools to enhance the learning experience.
- Computer Labs: Four well-equipped computer labs, including a dedicated lab for law students, ensuring hands-on learning.
- Specialized Labs for Journalism: A state-of-the-art Audio-Video and Production Lab featuring the latest software to cater to BA (JMC) students.
- Library and Moot Court: A well-stocked library and a fully equipped moot court with an adjacent judges' retiring room for law students.
- Conference Room and Multi-Purpose Hall: Facilities to host academic events, seminars, and workshops with advanced infrastructure.
- Recreational Facilities: Separate recreational rooms for boys and girls with indoor sports amenities.
- Placement Cell: A well-equipped placement and training cell.
- Safety and Convenience: R.O. purified drinking water, 2 cafeterias, 224 CCTV cameras for surveillance, a fire-fighting system, and round-the-clock security guards.
- Incubation Center: A separate room with facilities like a 3d printer in the incubation center to cater and brainstorm more ideas and convert them into startups.

File Description	Documents
Upload any additional information	**View File**
Paste link for additional information	**https://www.tips.edu.in/computer-labs**

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

The institution is dedicated to fostering the holistic development of students through active participation in sports, cultural activities, and skill-based clubs.

- Sports & Games: A designated sports coordinator manages all activities, including training students for university and national-level competitions. Facilities include indoor games like chess, table tennis, and carom, available in either the Boys' and Girls' Common Rooms or in Multi-Purpose Hall. Students also participate in outdoor sports such as football, basketball, cricket, badminton, and tug of war. All sports events and tournaments are organized either in the sports club or any sister concern building.
- Cultural Activities: Major events like Orientation Day, Fresher's, Farewell, Teacher's Day, National Festivals, and College Fests are held annually. There are various societies such as Elysian (Music),

Zorks (Dance), Shourya (Theater), Flamboyance (Fashion), and Frames (Photography) to encourage students to showcase their talents.
- Clubs & Facilities: Student-led clubs like Rotaract, NSS Cell, and BVP offer activities such as yoga, meditation, and self-defense. The institution also features a conference room for sessions, seminars, workshops, and other events.
- Yoga facilities, meditation, and self-defense sessions are organized at Multipurpose Hall (MPH).

These initiatives promote teamwork, leadership, and personal growth, providing students with a platform for comprehensive development beyond academics.

File Description	Documents
Upload any additional information	**View File**
Paste link for additional information	**https://www.tips.edu.in/student-clubs**

4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

24

4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

24

File Description	Documents
Upload any additional information	**View File**
Paste link for additional information	**https://www.tips.edu.in/geo-tags-photos**
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	**View File**

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

3658880

File Description	Documents
Upload any additional information	**View File**
Upload audited utilization statements	**View File**
Upload Details of budget allocation, excluding salary during the year (Data Template)	**View File**

4.2 - Library as a Learning Resource

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

The Institute has two libraries: one exclusively for the Law department and another catering to all other departments. The libraries have been fully automated since 2000, utilizing the local server-based ILMS software, E-Granthalaya (Version 3.0).

The library boasts a vast collection of 23,322 books, including reference books and digital study materials, aligned with the updated syllabus requirements of each program. It subscribes to 10 newspapers, 18 magazines, and 53 journals (39 national and 14 international).

Both libraries are equipped with modern facilities, including:

- **Centrally air-conditioned spaces**
- **Wi-Fi-enabled LAN connectivity**
- **7 computer systems (4 on the 2nd-floor library and 3 on the 8th-floor library)**
- **Three-in-one laser printer in each library.**

To facilitate access to online resources, the library provides subscriptions to platforms like DELNET, National Digital Library, Maupatra, and All India Reporter. It also houses a valuable archival collection, including project reports, case studies, lesson plans, previous question papers, paper clippings, and digital materials.

The library features a spacious seating area, accommodating 120 students at a time (60 in each library), ensuring a comfortable environment for reading. Additionally, the plagiarism detection software 'Check for Plag' is available to maintain and enhance the quality of research work, projects, and assignments.

File Description	Documents
Upload any additional information	**View File**
Paste link for Additional Information	**https://www.tips.edu.in/the-library**

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources	**A. Any 4 or more of the above**

File Description	Documents
Upload any additional information	**View File**
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	**View File**

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

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

1065441

File Description	Documents
Any additional information	**View File**
Audited statements of accounts	**View File**
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	**View File**

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

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

8181

File Description	Documents

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

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

Keeping abreast with ever changing technological needs the institute keeps upgrading its ICT infrastructure. The following IT facilities have been upgraded / procured in academic session 2023-24.

- Computer Systems: 25 i3 1st generation systems were replaced with i5 6th generation
- Interactive panels: Interactive panels have been installed in conference room with OPS
- and in a classroom
- SSD- Updated the systems in post-production lab by purchasing 11 SSD.
- Wi fi Access Point – Purchased 7 access points
- Power point pointer- Procured Logitech presenter R 400 for presentation
- Printers: One 3D printer has been added to the inventory.
- CPU- New CPU systems were replaced by the old one.
- CCTV Cameras & NVR: AMC have been given to vendor and if required the faulty cameras have been replaced from time to time.
- Network Switch: 4 switches were purchased for providing networking of computers at various places in the faculty rooms.
- Software – Adobe CC (12 license which gets renewed every year), Microsoft 365, Zoom, Canva
- Institute has a well-equipped media lab.
- Cloud based ERP System includes modules on Student Information System, Faculty Information System.

File Description	Documents
Upload any additional information	**View File**
Paste link for additional information	**Nil**

4.3.2 - Number of Computers

315

File Description	Documents
Upload any additional information	**View File**
Student – computer ratio	**View File**

4.3.3 - Bandwidth of internet connection in the Institution	A. ≥ 50MBPS

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

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

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

73194313	

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

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

The institute has a well-established system for maintaining and utilizing physical academic and support facilities. The Estate Manager oversees administration and the maintenance of the entire building. The estate manager along with the engineer and supervisor is responsible for efficient workforce organization and periodic checks to ensure optimal utilization of the Institute's infrastructure.

• The college campus is supported by a skilled team of professionals, including carpenters, electricians, and plumbers who oversee the maintenance of electrical equipment, such as UPS systems and batteries.

• Maintenance of facilities are ensured through Annual Maintenance Contracts for equipment's like lifts, ROs, ACs, UPS, and Generator.

• Regular cleaning of the building, water tanks, proper garbage disposal, pest control, and maintenance of the college building is done by the housekeeping staff and is overseen by the supervisor.

• Gardner takes care of the plants and maintains a green environment.

• Lab assistant, under the supervision of the IT Head, ensures the efficiency of the college's computers and accessories and also maintains the equipment.

• Library staff routinely maintain the reading room and verify the stock of library books, placing orders for any necessary replacements

File Description	Documents
Upload any additional information	**View File**
Paste link for additional information	**Nil**

STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

179850	

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	**View File**

Upload any additional information	**View File**
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	**View File**

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

7

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

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills	**A. All of the above**

File Description	Documents
Link to institutional website	**www.tips.edu.in**
Any additional information	**View File**
Details of capability building and skills enhancement initiatives (Data Template)	**View File**

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

343

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

343

File Description	Documents
Any additional information	**View File**
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	**View File**

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely	**A. All of the above**

redressal of the grievances through appropriate committees	

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	**No File Uploaded**
Upload any additional information	**View File**
Details of student grievances including sexual harassment and ragging cases	**View File**

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

211

File Description	Documents
Self-attested list of students placed	**View File**
Upload any additional information	**View File**

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

104

File Description	Documents
Upload supporting data for student/alumni	**View File**
Any additional information	**View File**
Details of student progression to higher education	**View File**

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year

28

File Description	Documents
Upload supporting data for the same	**View File**
Any additional information	**View File**

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 year

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

26

File Description	Documents

e-copies of award letters and certificates	**View File**
Any additional information	**View File**
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	**View File**

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

Students are integral to the academic, co-curricular, and extracurricular framework of the Institute, fostering a vibrant and inclusive environment. Their professional development is nurtured through active participation in committees, clubs, and events that promote leadership, innovation, and teamwork.

At the start of each academic year, committees are formed with defined objectives, and two Class Representatives, typically one male and one female, are appointed per class. CRs meet regularly with Heads of Departments to discuss academic concerns, propose interventions like remedial classes, and provide feedback on teaching methodologies.

Students take on significant responsibilities in organizing academic and administrative events and are active members of key committees such as the Disciplinary Committee, Grievance Redressal Committee, Internal Quality Assurance Cell (IQAC), Anti-Ragging Committee, and the Prevention of Sexual Harassment Committee.

The Institute's societies, spanning cultural, management, law, and technical domains—including Dance, Music, Photography, Theatre, Coding, Networking, HR, Marketing, Finance, Literary, Debate, and Legal Aid—offer students leadership roles as presidents, vice-presidents, and members. These societies organize prominent events such as Tech-Samaaroh, Urja, Pixclusive, and MUN.

Students also lead the Training and Placement Cell. Students are actively contributing in NSS, Rotaract, and BVP. This engagement fosters leadership, holistic growth, and professional excellence.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	**View File**

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

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

38

File Description	Documents
Report of the event	**View File**
Upload any additional information	**View File**

Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template)	**View File**

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

We cherish and treat our alumni as a source of strength at Trinity Institute of Professional Studies. Former students continue to be an essential part of the institution even after they have graduated from college. In order to cultivate and preserve positive relationships with our alumni, the institute established the Alumni Association in May 2013. The institute has implemented a number of initiatives, such as the Alumni website, Facebook page, and other social media platforms. Alma Connect is an alumni portal that provides them with updates about their alma mater and tracks their whereabouts, providing another means of staying in touch. In addition to being actively participating, alumni are asked to judge significant annual events such as Tech Samaroh, Unmad, etc. The current class of students is advised and coached by alumni, particularly with regard to their career progression. The alumnus, through their real-time corporate experiences, help current students understand market demands. The institution has held a number of interactive seminars on current subjects involving its alumni. The college hosts the Alumni Coffee Series at Radisson Blu, which provides an opportunity for alumni to reminisce about their academic past while also sharing personal stories and building a strong professional network.

File Description	Documents
Paste link for additional information	**Nil**
Upload any additional information	**View File**

5.4.2 - Alumni contribution during the year (INR in Lakhs)	**A. ≥ 5Lakhs**

File Description	Documents
Upload any additional information	**View File**

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

TIPS was established with a vision to become a globally competent, cost-effective education provider, and a dependable institute for higher education. Through the aegis of the IQAC, the institute has been running on thorough professional grounds since 2007 and has been ranked "A" by NAAC and "A+" by SFRC which makes it one of the most sought-after colleges in Delhi NCR for undergraduate education. Moreover, to felicitate accessible education to all, the college provides various scholarships to meritorious students, and students under economically weaker sections, and encourages and directs them towards scholarships provided by the Govt. of Delhi.

The institute's mission is to innovate teaching and learning experiences with modern techniques to create industry-ready professionals. This goal is achieved through continuous upgrades in methods, approaches, and pedagogy. Governance involves all stakeholders—teaching and non-teaching

staff, students, alumni, employers, and corporations—in strategic planning and execution. Regular Governing Council meetings help formulate strategic objectives and provide guidelines, aligning with the institute's vision and mission. The institute aims to create a conducive academic environment, instill strong values, and inspire students to be ethical citizens, promoting continuous improvement through regular feedback, brainstorming sessions, and systematic audits, guided by a Quality Assurance Framework.

File Description	Documents
Paste link for additional information	**https://www.tips.edu.in/vision-and-mission**
Upload any additional information	**View File**

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

The growth of Trinity is driven by its capable leadership, a testament to the institution's success. The institute operates through an inclusive and decentralized approach, where the Director, under the vision of the Chairman, delegates tasks to various Department Heads. These Heads manage work through participative management involving Programme Coordinators, Class Coordinators, and Class Representatives.

For significant events like conferences, FDPs, Orientation Programmes, and Placement Expos, a detailed duty chart is circulated at least a week in advance, outlining the roles and responsibilities of all staff transparently and according to their skills. Fortnightly meetings led by the Director Address upcoming agendas, fostering a collaborative environment through open discussions and feedback from all subordinates.

Case Study: In October 2023, Trinity hosted Anugoonj Prelims for Zone 4, a screening event for the annual cultural fest of GGSIP University. With participation from multiple colleges, effective management was crucial. A meeting with teaching and non-teaching staff led to a well-organized schedule and duty chart, incorporating various college clubs and societies like Elysian (Music), Zorks (Dance), Frames (Photography), Chameleon (Literary), Flamboyance (Fashion), Apex (Designing), and NSS. Faculty and student coordinators from these clubs successfully executed the screening events, showcasing exemplary teamwork and management.

File Description	Documents
Paste link for additional information	**Nil**
Upload any additional information	**View File**

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

Through the Internal Quality Assurance Cell (IQAC), Trinity Institute of Professional Studies holds biannual meetings to discuss academic targets, rework policies, and develop strategic plans. These meetings outline significant academic roles and responsibilities for the year, addressing event alignment with the academic calendar, adapting new teaching aids and methodologies, gathering stakeholder feedback, and addressing infrastructural needs, internship and placement opportunities, scholarship schemes, student support, faculty development programs, conferences, seminars, training, workshops, and recreational activities.

The committee reviews past performance, evaluates lagging areas, and brainstorms improvement strategies to overcome gaps and meet unforeseen

contingencies. Meetings conclude with a collective review of plan implementation, incorporating stakeholder feedback to refine processes. Regular developments are undertaken as per strategic plans, exemplified by the introduction of the B.Com (H) program in 2013, the construction of three new floors in 2018, and the introduction of the BA LLB program.

Governance follows UGC and affiliating university guidelines, with policies on teacher services (leave, appraisal, promotion, research grants, and harassment prevention) and student affairs (placement, examination, grievance redressal) in place and communicated to all. Numerous clubs and committees aligned with the institute's strategic plan are integral to operations.

File Description	Documents
Strategic Plan and deployment documents on the website	**View File**
Paste link for additional information	**Nil**
Upload any additional information	**View File**

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

TIPS stands out as a pioneering institute in undergraduate education, evidenced by its high NAAC and SFRC rankings and the smooth culmination of yearly audits. The institute operates on well-defined governance policies that foster a conducive environment for student development and professional growth for both teaching and non-teaching staff. The organizational structure clearly defines accountability, authority, and responsibility at each hierarchical level, with specific roles and responsibilities for daily operations.

The institute has stringent anti-ragging and discipline norms. The student handbook provides a comprehensive roadmap for students' academic journeys. Each academic year, a meticulously planned academic calendar aligns activities with the schedule, ensuring student welfare and holistic development. The processes for internships and placements are systematically defined to support student growth and success.

Research policies promote faculty development through events, conferences, FDPs, and workshops, fostering academic growth. Well-structured yearly appraisal norms aid in annual increments for staff. Faculty members receive research funding support, and planned leave policies ensure employees' well-being with summer and winter vacations.

Comprehensive formats, forms, and procedures guide academic and administrative work, aiding employees and students in navigating daily tasks effectively. This robust framework ensures the efficient functioning of institutional bodies, promoting continuous improvement and excellence.

File Description	Documents
Paste link for additional information	**Nil**
Link to Organogram of the Institution webpage	**https://www.tips.edu.in/aqar-2023-24**
Upload any additional information	**View File**

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination	**A. All of the above**

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

6.3 - Faculty Empowerment Strategies

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

Trinity Institute of Professional Studies prioritizes the welfare of its staff, ensuring their professional development and overall well-being. The institute diligently implements welfare initiatives for both teaching and non-teaching staff. For teaching staff, the institute conducts FDP every six months and an Annual International Conference. Additionally, the institute supports faculty undertaking research or academic courses. Non-teaching staff benefit from software & skill development training to enhance their efficiency. The institute also recognizes faculty with Best Faculty Awards, promotions, and appraisals based on their performance.

Annually, the institute organizes various events to nurture staff well-being and foster camaraderie, such as monthly birthday celebrations, faculty trips, yoga sessions, and festivals like Holi, Diwali, Lohri and Sai Sandhya. The institute also appreciates grade 4 employees by acknowledging their efforts, such as distributing blankets during Lohri celebrations.

Leave provisions are clearly defined, including Casual, Medical, and RH, as well as summer and winter breaks to ensure staff rejuvenation. The institute maintains a conducive working environment with facilities like a medical room, CCTV surveillance, comfortable seating, and staff parking. Flexible timings, continuous learning programs, and financial support for professional development are also provided. These measures collectively create a thriving, supportive, and dynamic work environment.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	**View File**

6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year

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

86

File Description	Documents
Upload any additional information	**View File**
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	**View File**

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

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

100

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	No File Uploaded
Reports of Academic Staff College or similar centers	No File Uploaded
Upload any additional information	View File
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View File

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

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

77

File Description	Documents
IQAC report summary	No File Uploaded
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	View File
Upload any additional information	View File
Details of teachers attending professional development programmes during the year (Data Template)	View File

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

The institute has an annual performance-based appraisal system for both teaching and non-teaching staff, designed to ensure a comprehensive approach to professional development. These robust appraisal systems ensure that both teaching and non-teaching staff are recognized and supported in their professional growth.

Teaching staff are assigned various roles and responsibilities throughout the year, fostering a holistic teaching-learning process. Faculty members are evaluated on parameters such as teaching load, academic results, resources provided to students, innovative teaching techniques, remedial classes, research activities, participation in professional development programs, conferences attended, student results, and student feedback. The evaluation process is conducted by the respective Heads of Departments and then forwarded to management for final assessment, ensuring objective evaluation based on set criteria.

Non-teaching staff are evaluated based on their nature, behavior, approach to work, feedback from superiors, and responsiveness to feedback.

To motivate and encourage faculty, the institute offers the "Best Teacher Award," recognizing outstanding educators based on student improvement,

research contributions, and the use of ICT. The award includes a letter of recommendation and a monetary reward

File Description	Documents
Paste link for additional information	**https://www.tips.edu.in/assets/images/ckeditor/files/bpas-2019-20**
Upload any additional information	**View File**

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

The institute operates as a self-financing entity, ensuring optimal resource utilization without government funding. Financial records are meticulously maintained using Tally Prime Gold software and ERP for managing fees, expenses, revenues, and salary disbursements. Daily receiptsand expenditures are recorded systematically, and monthly internal audits reconcile account books with physical receipts, vouchers, bills, and cash books to address discrepancies.

Annually, a Chartered Accountant (CA) firm conducts external audits as per statutory requirements, verifying financial records and statements. These audits, along with the institute's internal checks, form essential financial oversight mechanisms established by the parent society and governing body.

File Description	Documents
Paste link for additional information	**Nil**
Upload any additional information	**View File**

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

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

154000

File Description	Documents
Annual statements of accounts	**No File Uploaded**
Any additional information	**View File**
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	**View File**

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

The institute determines an annual budget before the beginning of each year and allocates the budget as per its strategic plan, overall mission and vision. focusing on the organization's growth and development. The budget allocation is done keeping in view the short-term goals, midterm goals, and long-term goals of the institute.

To meet the short-term goals of conducting extra-curricular activities, employee welfare programmes, employee salaries, conducting guest lectures, seminars, FDPs, Conferences, commitment to social responsibility through NSS and Rotaract club drives, infrastructure maintenance, day to day expenses amongst others, the institute allocates the funds and ensures meeting everyday standards.

Moreover, keeping in mind the mid-term goals requirement for any upgradation in the computer systems, CCTV cameras, equipment for labs, smart boards, contingent situation, the budget is pre-determined to effectively manage the working of the institution and meet its yearly projections for improvements.

The institute also allocates funds for its long-term goals namely- hiring and recruitment cost, allocating space for future activities and events, collaborations, innovation and incubation amongst others.

The institute clearly determines the guidelines for accountability for the allocation and use of funds and ensures optimum utilization of its resources.

File Description	Documents
Paste link for additional information	**Nil**
Upload any additional information	**View File**

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

The IQAC of the institute ensures quality education and institutional excellence through well-planned strategies and processes. Before each academic year, IQAC rigorously discusses significant events and develops a comprehensive working plan. Quarterly meetings monitor the execution of objectives, addressing challenges and deviations.

IQAC focuses on academic and managerial quality. On the academic front, parameters for maintaining subject files, weekly reports, lesson plans, and lecture delivery reports are assessed as per UGC norms. Student feedback formats and parent-teacher meetings are pre-planned to bridge gaps between plans and outcomes. Queries and grievances follow a structured hierarchy for resolution. IQAC also plans value-added courses and training programs in collaboration with reputed organizations like DELL, and ICT Academy to enhance students' skills. Placement sessions and internship fairs are meticulously planned to ensure effective execution.

The IQAC also oversees management functions, including leave applications, mid-term and end-term exams, and question paper formats based on Bloom's Taxonomy. Research policies are developed to nurture innovation.

Best practices include gamified assessments using techniques like quizzes and Nukkad Natak for enhanced student engagement, and community development initiatives like health camps through projects under Unnat Bharat Abhiyan, fostering leadership and societal impact. These efforts promote holistic education and transformative learning.

File Description	Documents
Paste link for additional information	**Nil**
Upload any additional information	**View File**

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

The institution demonstrates a strong commitment to educational excellence through systematic reviews and enhancements of teaching-learning processes, guided by the Internal Quality Assurance Cell (IQAC). A key focus is the implementation of Outcome-Based Education (OBE), ensuring that teaching methodologies align with Program Outcomes (POs), Course Outcomes (COs), as defined by Bloom's Taxonomy. Question papers are meticulously designed to include theoretical and application-based questions with varying difficulty levels, catering to students of different proficiencies. These papers are collaboratively reviewed by faculty and approved by relevant authorities to maintain quality and relevance.

At the start of each academic session, the IQAC facilitates the creation of the Academic Calendar and activity planner to integrate classroom teaching with practical exposure and extracurricular activities. Systematic preparation and monthly reviews of lesson plans, lecture delivery reports, and academic progress reports ensure timely syllabus completion.

To cater to diverse learning needs, remedial classes, and mentor-mentee sessions provide personalized support for slow learners, while advanced learners are encouraged to take on challenging tasks. The Edumerge (ERP) platform ensures transparency in course schedules and structures, while semester-wise parent-teacher meetings foster continuous feedback.

IQAC plays a pivotal role in enhancing the institution's teaching quality and achieving educational excellence.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	**View File**

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)	A. All of the above

File Description	Documents
Paste web link of Annual reports of Institution	Nil
Upload e-copies of the accreditations and certifications	No File Uploaded
Upload any additional information	**View File**
Upload details of Quality assurance initiatives of the institution (Data Template)	**View File**

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

The institution is dedicated to fostering gender equity and sensitization through WINGS—a comprehensive initiative promoting inclusivity and empowerment.

Key Initiatives:

- Well-rounded Education (W): Gender-sensitive curriculum integrated into academics, supported by expert-led sessions on women's empowerment.
- Inclusive Engagement (I): Stereotype-breaking workshops and annual events like "Empowering Equality" to raise awareness.
- Nurturing Support (N): Exclusive Girls' Common Room, sanitary napkin vending machines, and trained women security guards to ensure comfort and safety.
- Guarding Protection (G): Female security personnel, on-campus female counselor and psychologist, confidential complaint boxes, and self-defense training programs for women.
- Strategic Empowerment (S): Women comprise 90% of key administrative roles, flexible work hours for women in need, and targeted mentorship and training programs.

Policy Framework:

The institution follows a Comprehensive Gender Policy, Zero-tolerance Sexual Harassment Policy, and Equal Opportunities Policy to create a safe and equitable environment.

Outcomes:

- Increased gender sensitivity among students and staff.
- Greater participation of women in leadership and decision-making roles.
- Enhanced safety and support systems on campus.

Facilities include a Girls' Common Room, Counseling Services, Daycare for young children, and a Zero-tolerance Sexual Harassment Framework, ensuring a secure and inclusive campus for all.

File Description	Documents
Annual gender sensitization action plan	Nil
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	Nil

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment	A. 4 or All of the above

File Description	Documents
Geo tagged Photographs	View File
Any other relevant information	View File

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste

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

The institution is deeply committed to environmental sustainability, implementing robust systems for managing degradable and non-degradable waste across various categories:

1. Solid Waste Management:
   - Waste is segregated at the source using color-coded bins (green and blue) across the campus.
   - Biodegradable waste is processed into compost in campus pits and used as manure for landscaping.
2. Liquid Waste Management:
   - RO wastewater is repurposed for toilet flushing and cleaning.
   - Sensor-based taps in washrooms reduce water wastage.
   - A Rainwater Harvesting System, approved by the Delhi Jal Board, replenishes groundwater levels effectively.
3. Biomedical Waste Management:
   - The institution generates no biomedical waste, adhering to strict policies.
4. E-Waste Management:
   - Outdated electronic hardware is responsibly disposed of through certified e-waste vendors.
   - Usable electronic equipment is donated, promoting reuse.
5. Waste Recycling System:
   - RO wastewater is redirected to flush tanks, conserving water and reducing wastage.
6. Hazardous Chemicals and Radioactive Waste Management:
   - No hazardous or radioactive waste is generated on campus.

Impact:

These initiatives reduce waste, conserve water, and promote environmental awareness. By integrating sustainable practices into daily operations, the institution fosters a culture of eco-consciousness and sets a benchmark for green education.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	**View File**
Geo tagged photographs of the facilities	**Nil**
Any other relevant information	**View File**

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus	A. Any 4 or all of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	**View File**
Any other relevant information	**View File**

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:	A. Any 4 or All of the above

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

File Description	Documents
Geo tagged photos / videos of the facilities	**View File**
Any other relevant documents	**View File**

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities	A. Any 4 or all of the above

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	**View File**
Certification by the auditing agency	**No File Uploaded**
Certificates of the awards received	**No File Uploaded**
Any other relevant information	**View File**

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading	A. Any 4 or all of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	**View File**
Policy documents and information brochures on the support to be provided	**No File Uploaded**
Details of the Software procured for providing the assistance	**No File Uploaded**
Any other relevant information	**View File**

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

The institution is deeply committed to fostering an inclusive environment that promotes tolerance and harmony among diverse cultural, regional, linguistic, communal, and socio-economic backgrounds.

Key Initiatives:

1. **Diverse Cultural Celebrations:**
   - Regular organization of cultural festivals, exhibitions, and shows that celebrate the rich diversity of traditions and foster mutual respect among students and staff.
2. **Language Support Services:**
   - The institution conducts language assistance workshops and courses to support students from varied linguistic backgrounds, ensuring effective communication and inclusivity.
3. **Inclusive Development Activities:**
   - Socio-economic inclusion programs, integrated into the NSS calendar, aim to uplift underprivileged communities.
   - Scholarships and financial aid are offered to economically weaker students, ensuring equal educational opportunities.
   - The mentor-mentee program provides personalized guidance, while collaborations with NGOs foster community engagement.
4. **Diversity and Sensitivity Training:**
   - Periodic workshops and training sessions on diversity, inclusion, and sensitivity enhance awareness and foster an environment of respect and harmony.
5. **Student Participation in Clubs and Societies:**
   - The institution actively supports diverse student-led clubs, societies, and ambassador programs to encourage leadership and representation across all sections.

These efforts reflect the institution's dedication to creating a culturally rich and inclusive learning environment. Relevant supporting documents and additional information are accessible on the institution's web portal.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	**View File**
Any other relevant information	**View File**

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

The institute is dedicated to sensitizing students and employees to their constitutional obligations, values, rights, duties, and responsibilities as citizens.

Objectives:

1. Foster constitutional values and principles.

2. Promote awareness of fundamental rights and duties.

3. Encourage responsible citizenship.

4. Develop empathy and inclusivity.

Initiatives:

1. Constitutional Education Workshops: Regular workshops on constitutional values, rights, and duties.

2. Awareness Lectures: On constitutional obligations.

3. Educational Visits: Trips to Court, Tihar Jail, and cultural sites like Humayun's Tomb, Lal Quila, and India Gate.

4. Legal Awareness Drives: Focusing on juvenile delinquency and the rights of arrested persons.

5. Student Competitions: Essay writing, Model United Nations, Youth Parliament sessions, and participation in Moot Court Competitions.

These initiatives aim to instill a sense of responsibility and awareness among students and employees, guiding them to be responsible citizens who uphold the values enshrined in the Constitution of India.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	**View File**
Any other relevant information	**View File**

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized	A. All of the above

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

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

The institution actively celebrates and organizes national and international commemorative days, events, and festivals to foster diversity, inclusivity, and cultural awareness.

Objectives:

1. Promote National and International Unity: Observing significant national days like Independence Day, Republic Day, Gandhi Jayanti, and National Education Day, as well as international days such as International Women's Day, World Environment Day, Human Rights Day, and International Day of Friendship.

2. Foster Cultural Diversity: Celebrating cultural festivals such as Diwali, Holi, Lohri, and Basant Panchami, along with annual events like International Yoga Day, Hindi Diwas, and Radio Day.

Activities:

· **Educational Initiatives:** Conduct seminars, workshops, lectures, essay and painting competitions, and cultural performances.

· **Student Leadership:** Encouraging student participation and collaboration with local communities and NGOs.

· **Special Visits:** Organizing trips to places like the Court, Tihar Jail, Humayun's Tomb, Lal-Quila, and India Gate

· **Awareness Programs:** Holding legal awareness drives on juvenile delinquency and rights of arrested persons, and celebrating Constitution Day.

These efforts aim to instill values of patriotism, social and moral responsibility, and empathy among students and staff. By celebrating these days, the institution reinforces its commitment to cultural enrichment, social responsibility, and community engagement.

Impact:

· Enhanced cultural sensitivity and community engagement.

· Improved critical thinking and creativity among students.

Stronger institutional bonding.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	**View File**
Geo tagged photographs of some of the events	**No File Uploaded**
Any other relevant information	**View File**

7.2 - Best Practices

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

Trinity Institute has pioneered gamified assessments by integrating elements like quizzes, real-time challenges, and escape-room scenarios, making traditional assessments more engaging and interactive. This approach, combined with Nukkad Natak (street theatre), encourages students to present business ideas creatively, enhancing communication skills, creativity, and social awareness. Through these gamified and experiential methods, students develop critical thinking, teamwork, and adaptability, leading to higher engagement and improved academic performance. The practice has garnered positive feedback from both students and faculty, showcasing its effectiveness in enhancing learning experiences.

In addition, Trinity empowers communities through student-led initiatives aimed at addressing societal challenges. By conducting surveys in five villages, students identified key issues such as healthcare gaps, issues related to mental health,andskillinefficiencies. In response, the institute launched health camps, sustainable farming workshops, and educational projects like Gyananda and Noor. Cultural events and cleanliness drives further supported these efforts. These initiatives have had a significant impact on local communities, fostering student leadership and creating sustainable partnerships with institutions like IIT Delhi and Unnat Bharat Abhiyan. Despite challenges like balancing academics with community work and securing funding, the practice has

successfully integrated community service with student development, promoting holistic education and societal transformation.

File Description	Documents
Best practices in the Institutional web site	**View File**
Any other relevant information	**View File**

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

TIPS institutional excellence is defined by its innovative approach to education, combining creativity, social impact, and practical learning. The institution goes beyond traditional academics by fostering a dynamic learning environment that includes gamification, experiential methods, and platforms like Nukkad Natak. Students actively engage in activities such as pitching entrepreneurial ideas and presenting legal cases through street plays, offering creative solutions to real-world problems. Gamified tools like escape-room activities, interactive quizzes, and role-playing simulations further enhance learning, increasing engagement and curiosity.

Beyond the classroom, Trinity encourages societal impact through initiatives like rural surveys, street plays addressing social issues, and media projects. These activities promote leadership, critical thinking, and problem-solving skills while benefiting communities.

Trinity also focuses on empowering future leaders by supporting both slow and advanced learners. Personalized mentoring, additional sessions, and tailored learning plans help slow learners thrive, while advanced students are offered leadership roles and specialized training. This comprehensive approach fosters a transformative educational experience, preparing students to innovate, lead, and create meaningful change in an ever-evolving world. At Trinity, excellence means shaping socially responsible leaders equipped to tackle global challenges.

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

7.3.2 - Plan of action for the next academic year

Trinity Institute of Professional Studies has developed a comprehensive short-term plan to enhance academic excellence and research capabilities. Key initiatives focus on global exposure, sustainability, and creativity. To promote global exposure, the institute will offer virtual cross-border learning through international MOOCs and webinars, allowing students to learn from global experts. Partnerships with multinational companies will provide internships and global project experiences, while cultural immersion programs, including symposiums and foreign language workshops, will broaden students' perspectives.

For sustainability, Trinity aims to create an environmentally conscious campus with initiatives like the Sustainability Ambassadors Program, semester-based challenges such as "Greenest Department," and pledge campaigns encouraging eco-friendly practices. Co-curricular activities, including Nukkad Natak's performances on climate change and waste management, will engage both students and the community. The institute will also organize interdisciplinary Sustainability Hackathons, where

students, guided by industry mentors, will create eco-friendly innovations.

Through these initiatives, Trinity seeks to transform education into a holistic experience, empowering students to become global leaders, responsible citizens, and innovators ready to address the challenges of a rapidly changing world.