



# YEARLY STATUS REPORT - 2022-2023

<b>Part A</b>	
<b>Data of the Institution</b>	
<b>1.Name of the Institution</b>	<b>Tulas Institute, Dehradun</b>
• Name of the Head of the institution	<b>Dr. Sandip Vijay</b>
• Designation	<b>Director</b>
• Does the institution function from its own campus?	<b>Yes</b>
• Phone no./Alternate phone no.	<b>01352699300</b>
• Mobile no	<b>9456440374</b>
• Registered e-mail	<b>director@tulas.edu.in</b>
• Alternate e-mail	<b>academics@tulas.edu.in</b>
• Address	<b>Tulas Institute Dhoolkot, Mehre Ka Gaon, PO : Selaqui</b>
• City/Town	<b>Dehradun</b>
• State/UT	<b>Uttarakhand</b>
• Pin Code	<b>248011</b>
<b>2.Institutional status</b>	
• Affiliated /Constituent	<b>Affiliated</b>
• Type of Institution	<b>Co-education</b>

• Location	Rural
• Financial Status	Self-financing
• Name of the Affiliating University	VMSB Uttarakhand technical University, Dehradun/ Sridev Suman Uttarakhand University, New Tehri
• Name of the IQAC Coordinator	Dr.Nishant Saxena
• Phone No.	01352699300
• Alternate phone No.	
• Mobile	9411945419
• IQAC e-mail address	iqac@tulas.edu.in
• Alternate Email address	academics@tulas.edu.in
3. Website address (Web link of the AQAR (Previous Academic Year)	<a href="http://www.tulas.edu.in">www.tulas.edu.in</a>
4. Whether Academic Calendar prepared during the year?	Yes
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="http://www.tulas.edu.in">www.tulas.edu.in</a>

### 5. Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A+	3.34	2022	27/04/2022	27/04/2027

6. Date of Establishment of IQAC

14/07/2014

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
Faculty	Workshop	USERC	2022	30000/-
Faculty	Scientific Management of Natural Resources for	Unnat Bharat Abhiyan/DST	2022	465000/-

	<b>sustainable development in UBA cluster of Shivalik Region</b>			
<b>8. Whether composition of IQAC as per latest NAAC guidelines</b>	<b>Yes</b>			
<ul style="list-style-type: none"> <li>Upload latest notification of formation of IQAC</li> </ul>	<a href="#">View File</a>			
<b>9.No. of IQAC meetings held during the year</b>	<b>4</b>			
<ul style="list-style-type: none"> <li>Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	<b>Nil</b>			
<b>10. Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	<b>No</b>			
<b>11. Significant contributions made by IQAC during the current year (maximum five bullets)</b>				
Proposed the new Program CSE(Data Science) and increased the seats of MBA , MCA ,BBA and BCA .				
Conducted IEEE International Conference ICACCM2022.				
Increased significantly add on certification programs and make it one of the Best Practice.				
IQAC has conducted several programs on entrepreneurship awareness.				
IQAC has taken initiatives for aware the society for drug abuse and self care.				
<b>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</b>				
<b>Plan of Action</b>	<b>Achievements/Outcomes</b>			
Defined clear, measurable goals for quality enhancement in various areas such as curriculum delivery, teaching methods, faculty development, student support services, and infrastructure improvements.	Improved student learning outcomes and engagement through innovative teaching strategies.			
Organized workshops, seminars, and training sessions to upgrade the teaching skills and subject knowledge of the faculty.	the research profile of the faculty members as well as institute increased.			

Encourage faculty to pursue research, participate in conferences, and publish papers.	
Improved counseling and mentoring systems to provide academic and emotional support to students.	By having access to improved counseling and mentoring, students receive the necessary guidance and support to navigate personal and academic challenges effectively.
Upgrade laboratory facilities and equipment to support high-quality research and practical learning.	Students were actively involved in hands on learning.

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

- Name of the statutory body

Name	Date of meeting(s)
Board of Governor	01/04/2024

**14. Whether institutional data submitted to AISHE**

Year	Date of Submission
2023	29/02/2024

**15. Multidisciplinary / interdisciplinary**

**Established Cross-Disciplinary Teams:** The institute has formed cross-disciplinary teams composed of individuals from various fields to work on shared projects or objectives. This initiative is central to the institute's holistic development strategy, ensuring diverse expertise contributes to common goals. **Encouraged Collaboration and Discussion for Interdisciplinary Understanding:** To promote a culture of cooperation, the institute encourages dialogue and collaboration among different departments, such as B.Sc. Agriculture, B.Com., BBA, MBA, BJMC, and various engineering streams. This exchange of ideas enhances interdisciplinary understanding across fields. **Cross-Disciplinary Courses:** The affiliating university mandates key interdisciplinary courses, including "Universal Human Values," "Environmental Sciences," "Human Values & Ethics," and "Environmental Management & Sustainable Development." These courses are integrated across disciplines, enriching the institute's holistic and multidisciplinary education approach. **Joint Research and Development Initiatives:** The institute promotes joint research and development projects that span multiple disciplines, allowing students to utilize their collective expertise to achieve shared research goals. Collaboration with other institutes, universities, and industries is also strongly encouraged to broaden research opportunities. **Cross-Disciplinary Spaces:** Dedicated spaces on

campus, such as project labs, have been created to facilitate collaboration between students and faculty from different disciplines, fostering innovative project work and interdisciplinary engagement.

#### **16.Academic bank of credits (ABC):**

Tula's Institute is affiliated with VMSB Uttarakhand Technical University, Dehradun and Sri Dev Suman Uttarakhand University, New Tehri. The institute offers regular academic programs, and the curriculum is delivered in accordance with the prescribed scheme. In line with the Academic Bank of Credits (ABC) initiative, the institute is implementing the guidelines issued by the affiliating universities. The student registration process for the ABC system has been initiated and is currently in progress.

#### **17.Skill development:**

The institution offers numerous opportunities for skill development, essential for preparing students for future careers and personal growth. Examples of activities organized for student skill enhancement include:

**Add-on Courses:** The institute collaborates with industry experts to offer various add-on courses aimed at equipping students with vocational skills that enhance their employability and placement prospects.

**Value-Based Education:** Compulsory courses like "Universal Human Values" and "Human Values & Ethics" are integrated across disciplines. These courses foster the development of humanistic, ethical, and constitutional values, helping students cultivate a positive and holistic outlook.

**Internships:** The institute facilitates internships with companies and organizations, providing students with hands-on experience in their fields of study. Platforms such as Internshala, Let's Intern, AngelList, and LinkedIn also offer internship opportunities to students.

**Industry Visits:** Students are exposed to real-world applications of their academic learning through visits to companies, factories, and research facilities.

**Guest/Expert Lectures:** The institute regularly invites industry experts to deliver lectures and seminars on current trends, career advice, and specialized topics.

**Conferences, Workshops, and Training Sessions:** Various sessions are organized to develop essential skills such as leadership, communication, time management, problem-solving, and critical thinking.

**Service Learning Opportunities:** The institute offers service-learning projects that not only benefit the local community but also help students develop leadership and teamwork skills in the form of extension activities. By incorporating these diverse activities, the institution ensures that students develop a well-rounded set of skills for their future success.

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

To integrate the Indian Knowledge System into education, the institute has implemented the following key initiatives:

**Bilingual Teaching Approach:** Faculty members are encouraged by the Director, Deans, and Heads of Departments to adopt a bilingual mode of instruction, enhancing comprehension and engagement for students

from diverse linguistic backgrounds. Incorporating Indian Culture and Traditions: The institute emphasizes the integration of Indian cultural values, traditions, and heritage within its curriculum. Through the active participation of the VIBGYOR Students' Club, particularly the MANCHAN Club, festivals and cultural events are celebrated. These activities help students strengthen their connection to Indian cultural identity. Promoting Online Courses: The institute supports the use of platforms such as SWAYAM and NPTEL to offer courses related to Indian Knowledge Systems, making them more accessible and broadening their impact on a diverse learner base. Hindi Language Resources: The institute's library provides a collection of Hindi language books, including technical resources, ensuring that students have access to learning materials in their native language. These initiatives aim to foster a deeper appreciation and understanding of Indian Knowledge Systems while enriching the overall educational experience.

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

Focusing on Outcome-Based Education (OBE) is a strategic initiative for our institute that is aiming at aligning teaching and assessment methods with clearly defined learning outcomes that students are expected to achieve during the program as well as upon completion of their courses or programs. Following are the implemented initiatives for OBE : Define Clear Learning Outcomes Identified and articulated the specific knowledge, skills, attitudes, and behaviors that students are expected to acquire. Assessment Overhaul Developed assessment tools and methods that accurately measure the defined learning outcomes. Faculty Development Programs Trained faculty in OBE principles, including how to create outcome-aligned content and assessments. Feedback Mechanisms Established robust feedback systems to gather data from students, alumni, employers, and faculty about the effectiveness of the education provided. Accreditation Compliance Aligned the OBE framework with the requirements of accrediting bodies.

### 20. Distance education/online education:

Tulas Institute does not offer any distance education/online education as it is an affiliated institute. During COVID19 pandemic, educational institutions have increasingly embraced digital platforms for conducting classes, conferences, meetings, and other academic activities. Despite the challenges posed by the absence of face-to-face learning, online education has successfully transcended geographical barriers, enabling interaction between experts and students across distant locations. With the reopening of institutions post-pandemic, a hybrid mode of education—combining both online and offline resources—has become the new normal. This blended approach is aligned with the New Education Policy (NEP), which emphasizes flexibility and accessibility in learning. The lessons learned during the COVID-19 pandemic have ensured that access to online resources is no longer a challenge for educators and students. As part of the curriculum, the institute offers MOOC courses and utilizes platforms such as

Coursera, SWAYAM, and NPTEL, promoting a blended learning environment that combines traditional and digital methods. To effectively manage these courses and other teaching-learning activities, the institute uses various ERP systems like tulas.in, PI 360, and Camu. These systems are meticulously supervised by the Director, Deans, and Heads of Departments to ensure smooth and precise execution of academic processes. This integration of digital platforms into the educational system paves the way for a flexible and enriched learning experience, combining the strengths of both online and offline modes.

## Extended Profile

### 1. Programme

1.1	
Number of courses offered by the institution across all programs during the year	640

File Description	Documents
Data Template	<a href="#">View File</a>

### 2. Student

2.1	
Number of students during the year	1904

File Description	Documents
Institutional Data in Prescribed Format	<a href="#">View File</a>

2.2	
Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	313

File Description	Documents
Data Template	<a href="#">View File</a>

2.3	
Number of outgoing/ final year students during the year	491

File Description	Documents
Data Template	<a href="#">View File</a>

### 3. Academic

3.1	
Number of full time teachers during the year	161

File Description	Documents

Data Template	<a href="#">View File</a>
3.2 Number of sanctioned posts during the year	161
<b>File Description</b>	<b>Documents</b>
Data Template	<a href="#">View File</a>
<b>4. Institution</b>	
4.1 Total number of Classrooms and Seminar halls	60
4.2 Total expenditure excluding salary during the year (INR in lakhs)	1387.01
4.3 Total number of computers on campus for academic purposes	579

## 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

The institution adheres completely to the curriculum and academic schedule set by the linked university. An organised teaching method is implemented to enhance optimal learning and carefully documented. Students are classified as slow or fast learners based on Internal/External Examinations. Remedial classes, peer teaching, cross teaching, and group assignments are provided for slow learners. Advanced learners receive special coaching and participate in inter-cultural interactive sessions to enhance their academic and career prospects. The teachers compile the course file, which includes a detailed plan for delivering lessons, instructional resources, and assessment items. The course owner prepares the instructional plan and materials based on the desired results and competencies of the course. Presentations are delivered with the purpose of elucidating ideas and concepts. Laboratories facilitate the validation and confirmation of theories by conducting experiments and interpreting the outcomes. Efficiently employed to facilitate student introspection and enhance comprehension of the intricacies involved in the practical implementation of concepts. The teacher promotes the use of tools and methodologies to facilitate the acquisition of knowledge, address gaps in information, draw logical conclusions, and engage in classroom discussions. Formative Assessment is an integral part of the teaching and learning process. The teacher supplies question banks. According to the university's guidelines, internal



assessments are carried out, assessed, and the results are published.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
Link for Additional information	Nil

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

The Academic Committee, led by the Director, Dean Academics and Heads of Department, is responsible for creating the Academic Calendar. The schedule for Continuous Internal Evaluation is developed shortly before the start of the academic semester, in accordance with the University Academic Calendar and decisions made by the academic committee. The College website publishes the unified academic calendar, which summarises the academic timetable for the following semester. It also includes the tentative schedule for internal and external tests, as well as the norms and regulations for exams. Additionally, it outlines the co-curricular and extra-curricular events. Prior to the start of the semester, the faculty members create lesson plans that outline the topics to be taught in each lecture, as well as the assessment methods for each subject. The students are informed about the syllabus that will be covered in the CIE. The document has been thoroughly examined and officially authorised by the department heads. The individual responsible for managing the schedule in each department develops the timetable according to the guidelines set by the relevant regulatory organisations before the start of each semester. Student performance is evaluated continuously through internal tests conducted every semester, in accordance with the requirements of the affiliated University. The timetable of the CIE is displayed on notice boards and the college website.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
Link for Additional information	Nil

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

A. All of the above

File Description	Documents
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Details of participation of teachers in various bodies/activities provided as a response to the metric	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

## 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

15

File Description	Documents
Any additional information	<a href="#">View File</a>
Minutes of relevant Academic Council/ BOS meetings	<a href="#">View File</a>
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>

#### 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)

23

File Description	Documents
Any additional information	No File Uploaded
Brochure or any other document relating to Add on /Certificate programs	<a href="#">View File</a>
List of Add on /Certificate programs (Data Template )	<a href="#">View File</a>

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

2451

File Description	Documents
Any additional information	<a href="#">View File</a>
Details of the students enrolled in Subjects related to certificate/Add-on programs	<a href="#">View File</a>

## 1.3 - Curriculum Enrichment

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

The majority of undergraduate (UG) and postgraduate (PG) programmes include courses or modules that focus on Gender, Environment, Values, and Ethics. All undergraduate degrees include English, Environment, and Human Values as a mandatory course. This

course focuses on addressing current topics such as secularism, human rights, ecology, gender, diaspora, refugeeism, and environmental protection. These classes specifically address topics such as gender, environment, and ethics. The Universal Human Values document combines the values that are unique to Indian culture, with a particular focus on safeguarding the environment, fostering interpersonal connections, understanding the connection between humanity and divinity, and promoting principles such as truth, non-violence, and tolerance. Exclusive courses are available in different semesters to educate students in fields such as Gender Studies, Feminist Criticism, Queer Literature, Econometrics, Nationalism and Civic Sense, and Human Rights. Gender sensitivity topics are addressed by assuring the presence and active engagement of female students in various committees and events. Special initiatives are implemented to promote the empowerment of female students and faculty members inside the school. The Institution provides Moral and Value Education to all pupils through classrooms, training programmes, and announcements. Furthermore, the college's NCC and NSS sections guarantee the dissemination of knowledge regarding social and legal issues.

File Description	Documents
Any additional information	No File Uploaded
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	<a href="#">View File</a>

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

286

File Description	Documents
Any additional information	No File Uploaded
Programme / Curriculum/ Syllabus of the courses	<a href="#">View File</a>
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	<a href="#">View File</a>
MoU's with relevant organizations for these courses, if any	<a href="#">View File</a>
Institutional Data in Prescribed Format	<a href="#">View File</a>

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

875

File Description	Documents
Any additional information	<a href="#">View File</a>

List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	<a href="#">View File</a>
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#### 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	<a href="https://tulas.edu.in/feedback/">https://tulas.edu.in/feedback/</a>
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

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	<a href="#">View File</a>
URL for feedback report	<a href="https://tulas.edu.in/feedback/">https://tulas.edu.in/feedback/</a>

### 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 students admitted during the year

832

File Description	Documents
Any additional information	No File Uploaded
Institutional data in prescribed format	<a href="#">View File</a>

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

313

File Description	Documents
Any additional information	<a href="#">View File</a>

Number of seats filled against seats reserved (Data Template)	<a href="#">View File</a>
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## 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

The institution is committed to fostering academic excellence by assessing the learning levels of students and providing tailored support to both advanced learners and those who need additional help.

#### Assessment of Learning Levels:

To understand the diverse learning needs of students, the institution employs assessment tools, including:

- Regular assessments, tests, and assignments to evaluate students' understanding of the subject matter.
- Classroom interactions and student participation to gauge the depth of their engagement.

Based on the outcomes of these assessments, students are categorized into two broad groups: advanced learners and slow learners. This differentiation allows the institution to tailor support to meet the needs of each group.

#### Programs for Advanced Learners:

For students who demonstrate a strong grasp of the subjects and are eager to excel further, the institution organizes special programs such as:

- Advanced learning modules
- Participation in seminars, conferences, and workshops,
- Encouragement for competitive exams like GATE, GRE, and other national/international contests.

#### Programs for Slow Learners:

Recognizing the need for extra support, the institution implements several initiatives to assist slow learners in improving their academic performance, including:

- Remedial classes and extra tutorials
- Peer tutoring programs
- Study materials and resources

File Description	Documents
Paste link for additional information	<a href="https://tulas.edu.in/NAAC-AQAR-2022-23/criteria-2/2.2.1_0001.pdf">https://tulas.edu.in/NAAC-AQAR-2022-23/criteria-2/2.2.1_0001.pdf</a>

Upload any additional information	<a href="#">View File</a>
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### 2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

Number of Students	Number of Teachers
1904	161

File Description	Documents
Any additional information	<a href="#">View File</a>

### 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

A strong emphasis is placed on student-centric teaching, ensuring that learning is both engaging and effective. Alongside traditional teaching methods, modern ICT-enabled techniques are integrated into the classroom to foster a more progressive and dynamic learning experience.

The teaching-learning methods employed include a range of interactive, problem-solving, and experiential approaches:

#### Interactive Methods:

- Group Discussions, Role-Play, and Subject Quizzes
- Seminar Presentations and Mini Project Preparation

#### Experiment-Based Learning:

- Theories taught in the classroom are complemented by laboratory sessions, allowing students to apply their knowledge in practical, real-world scenarios.

#### ICT-Enabled Learning:

- Modern teaching aids such as PowerPoint presentations, videos, online lectures, and simulations are used to enhance understanding and make learning more engaging.

#### Problem-Solving Methods:

- Students are given real-world problems from their area of study and work in groups to solve them.

#### Peer Group Study:

- Competitions, Peer Teaching, and Cross-Teaching
- Seminars, Group Discussions, and Debates
- Field Surveys, Industrial Visits, and Exhibitions

#### Experiential Learning:

- Learning is further enriched through visual aids, periodic industrial visits, case studies, and quizzes.
- Add-on courses are also offered, providing students with practical, real-world experiences that extend beyond the traditional curriculum.

Through these teaching-learning methods, the institution ensures a participatory, and practical education, empowering students to develop critical skills.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
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 offers ICT-enabled classrooms equipped with LCD projectors, enhancing the e-learning process and making lessons more interactive. The library provides access to a wide range of e-resources for both teachers and students, ensuring that high-quality educational content is readily available.

The computer labs are well-equipped and regularly updated with the latest software, allowing faculty and students to utilize modern tools for effective learning. Teachers are supported with access to better educational content, enabling them to use e-resources such as videos, case studies, and quizzes to enrich their teaching practices.

Teachers frequently share reading materials, short notes, and ebooks via platforms like Google Classroom, Email, the College Portal, WhatsApp, and more, making learning materials easily accessible. Students in the education department also gain practical experience by using smart boards with subject-specific lesson plans.

The institute has partnered with IIT Roorkee, providing virtual access to their labs through simulation-based Virtual Labs, offering students hands-on experience in a wide range of subjects.

In addition, teachers utilize social media platforms like WhatsApp to stay connected with students, offering support and sharing additional resources beyond the classroom.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	<a href="#">View File</a>

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****155**

File Description	Documents
Upload, number of students enrolled and full time teachers on roll	<a href="#">View File</a>
Circulars pertaining to assigning mentors to mentees	<a href="#">View File</a>
Mentor/mentee ratio	<a href="#">View File</a>

**2.4 - Teacher Profile and Quality****2.4.1 - Number of full time teachers against sanctioned posts during the year****161**

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	<a href="#">View File</a>
Any additional information	No File Uploaded
List of the faculty members authenticated by the Head of HEI	<a href="#">View File</a>

**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****42**

File Description	Documents
Any additional information	<a href="#">View File</a>
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)	<a href="#">View File</a>

**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****490**

File Description	Documents
Any additional information	<a href="#">View File</a>
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	<a href="#">View File</a>

**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.**

As an affiliated institution, Tula's Institute adheres to the internal assessment regulations prescribed by the university. The internal assessment contributes a defined weightage to the overall evaluation of students. The assessment includes a variety of components such as midterm examinations, tests, individual presentations, viva-voce, group discussions, and class participation.

The university outlines specific weightage for each component, and the institute ensures that various assessment techniques are utilized, including MCQs, analytical tests, case studies, book reports, and classroom presentations. Following each internal assessment, the evaluation results are shared with students, and the marks are systematically recorded in the student's progression records, maintained by the departmental result committee. Performance is thoroughly discussed with students to enhance transparency.

Additionally, the college conducts continuous internal evaluations (CIE), which are reviewed and based on these reviews, remedial measures are implemented to improve student performance and educational quality. Group projects are also incorporated to encourage collaborative learning. Teachers are encouraged to adopt innovative assessment methods, such as open book tests, MCQs, and analytical tests, on a regular basis, ensuring that students are well-prepared for the final semester-end examinations.

Through these practices, the internal assessment process remains transparent, frequent, and aligned with the university's guidelines.

File Description	Documents
Any additional information	<a href="#">View File</a>
Link for additional information	Nil

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

The institution has implemented a well-structured system for continuous internal evaluation and efficiently addressing exam-related grievances. Faculty members responsible for each course communicate evaluation results to both the institution and students, with results being displayed on the notice board for transparency.

If students have any exam-related grievances, they can notify the Head of the Department (HoD), where the grievance is formally recorded in a logbook. Students are also given the option to request reevaluation of their answer scripts, which is conducted according to the guidelines provided by the respective HoD.

Additionally, the institution maintains detailed records, including attendance and course outcome-specific student performance, which are stored in course files for academic monitoring and audit purposes. These practices ensure that the evaluation process is handled with care, maintaining fairness and transparency throughout.

The institution is committed to upholding high standards in its evaluation procedures, offering students the opportunity for redressal and continuously monitoring academic progress.

File Description	Documents
Any additional information	<a href="#">View File</a>
Link for additional information	Nil

## 2.6 - Student Performance and Learning Outcomes

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

Tula's Institute has embraced Outcome-Based Education (OBE) in line with the guidelines set by UGC and AICTE for both professional and general education programs. The learning outcomes are clearly defined to be specific, measurable, achievable, and aligned with the revised Anderson-Bloom's Taxonomy. The institution follows the Program Outcomes (POs) outlined by the statutory bodies, which are applicable to all higher education programs.

For each subject, the Course Outcomes (COs) are either provided in the university syllabus or defined by the respective faculty members. The POs and COs are made accessible on the college website and are regularly communicated to students, faculty, and staff. Additionally, faculty members inform students about the COs at the beginning of each semester and provide updates throughout the course.

It is standard practice for institutions to display their program and course outcomes on their websites, ensuring transparency for prospective and current students, as well as faculty. These outcomes are also communicated through orientation sessions, syllabi, and other relevant academic materials to ensure clarity about what students can expect to achieve in their educational journey.

This approach ensures that both students and faculty are aware of the goals and expectations for each course and program, fostering a clear path to academic success.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for Additional information	Nil
Upload COs for all Programmes (exemplars from Glossary)	<a href="#">View File</a>

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

Tula's Institute has refined its tools and methods for calculating learning outcome attainment over the past few years, integrating outcome-based education and the revised Bloom's Taxonomy. This evolution is rooted in the Institute's growing experience in educational practice.

### Outcome-Based Assessments:

All internal assessments are designed to align with the outcome-based education framework, ensuring that curriculum, delivery, and content meet the intended goals. Each assessment item is mapped to specific course outcomes, reflecting the levels of the revised Anderson-Bloom's taxonomy.

### Mapping:

The calculated results of course outcomes are mapped to program outcomes and program-specific outcomes. Indirect attainment scores are derived from the average ratings of student surveys for each program and program-specific outcome. These indirect scores are then combined with direct assessment scores, using a predetermined weightage: 80% for direct methods and 20% for indirect methods. The formula for calculating Program Outcome/Program Specific Outcome Attainment (%) is:  $\text{Attainment (\%)} = (80\% \times \text{average direct method attainment}) + (20\% \times \text{average indirect method attainment})$ .

### Analysis of Outcomes:

The attainment of program outcomes is regularly reviewed and analyzed by course instructors to ensure alignment with the respective program outcomes, facilitating continuous improvement and alignment with educational goals.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
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

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>
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://tulas.edu.in/NAAC-AQAR-2022-23/criteria-2/2.7.1\\_01.pdf](https://tulas.edu.in/NAAC-AQAR-2022-23/criteria-2/2.7.1_01.pdf)

**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)**

4.95

File Description	Documents
Any additional information	No File Uploaded
e-copies of the grant award letters for sponsored research projects /endowments	<a href="#">View File</a>
List of endowments / projects with details of grants(Data Template)	<a href="#">View File</a>

**3.1.2 - Number of teachers recognized as research guides (latest completed academic year)**

**3.1.2.1 - Number of teachers recognized as research guides**

6

File Description	Documents
Any additional information	<a href="#">View File</a>
Institutional data in prescribed format	<a href="#">View File</a>

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

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

2

File Description	Documents
List of research projects and funding details (Data Template)	<a href="#">View File</a>
Any additional information	No File Uploaded
Supporting document from Funding Agency	<a href="#">View File</a>

Paste link to funding agency website	<a href="https://www.tulas.edu.in/NAAC-AQAR-2022-23/criteria-3/3.1.3_fundingagencies_0001.pdf">https://www.tulas.edu.in/NAAC-AQAR-2022-23/criteria-3/3.1.3_fundingagencies_0001.pdf</a>
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### 3.2 - Innovation Ecosystem

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

The Centre for Innovation Research and Entrepreneurship (CIRE) is dedicated to promoting a culture of innovation and entrepreneurial spirit, providing the resources and mentorship necessary for the incubation and development of cutting-edge technologies and solutions.

##### Verticals of CIRE

##### 1. IPR Cell (Intellectual Property Rights Cell)

The IPR Cell is dedicated to fostering awareness and understanding of intellectual property rights among students, faculty, and researchers.

##### 2. Research Cell

It encourages faculty members and students to engage in cutting-edge research and development, aiming to solve real-world problems through scientific inquiry and also keep record of research data i.e. research articles, books and manuscripts. challenges.

##### 3. IIC, Tula's Branch (Institution's Innovation Council)

It is an initiative aligned with the guidelines provided by the Ministry of Education's Innovation Cell (MIC), aimed at fostering a culture of innovation through interactive sessions, hackathons, idea competitions, and mentorship programs.

##### 4. IEEE Student Branch

It focuses on enhancing students' technical skills and professional development by providing access to IEEE resources, organizing technical workshops, guest lectures, and networking events.

##### 5. Tula's Technology Business Incubator (TTBIF)

Tula's Technology Business Incubator (TTBIF) is a dedicated space that supports startups and entrepreneurial ventures.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

#### 3.2.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year

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

10

File Description	Documents
Report of the event	<a href="#">View File</a>
Any additional information	No File Uploaded
List of workshops/seminars during last 5 years (Data Template)	<a href="#">View File</a>

### 3.3 - Research Publications and Awards

#### 3.3.1 - Number of Ph.Ds registered per eligible teacher during the year

##### 3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year

2

File Description	Documents
URL to the research page on HEI website	<a href="https://tulas.edu.in/research/research-and-development-rd-cell/">https://tulas.edu.in/research/research-and-development-rd-cell/</a>
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template)	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

#### 3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year

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

47

File Description	Documents
Any additional information	<a href="#">View File</a>
List of research papers by title, author, department, name and year of publication (Data Template)	<a href="#">View File</a>

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

##### 3.3.3.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during year

12

File Description	Documents
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Any additional information	<a href="#">View File</a>
List books and chapters edited volumes/ books published (Data Template)	<a href="#">View File</a>

**3.4 - Extension Activities**

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

At Tula's Institute, extension activities are actively conducted within the local community, aimed at sensitizing students to various social issues while promoting their holistic development. Throughout the year, these activities engage students in meaningful interactions with the neighborhood, allowing them to apply their academic knowledge to real-world problems and gain a deeper understanding of societal challenges.

Key initiatives include community outreach programs, where students participate in awareness drives on important issues like environmental conservation, health and hygiene, education for underprivileged children, and women's empowerment. These activities not only raise awareness within the community but also provide students with opportunities to develop empathy, leadership skills, and a sense of social responsibility.

Students are also involved in volunteering and social service projects through NSS and NCC units, where they engage in cleanliness campaigns, tree plantation drives, and blood donation camps, contributing to the welfare of the local population. Additionally, health camps and educational workshops are organized in collaboration with local NGOs and healthcare professionals, further enhancing community impact.

Through these extension activities, Tula's Institute fosters social consciousness among students, empowering them to become responsible citizens who actively contribute to the betterment of society .

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>

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

**3.4.2.1 - Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year**

File Description	Documents
Any additional information	No File Uploaded

Number of awards for extension activities in last 5 year (Data Template)	<a href="#">View File</a>
e-copy of the award letters	<a href="#">View File</a>

**3.4.3 - 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**

**3.4.3.1 - 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**

12

File Description	Documents
Reports of the event organized	<a href="#">View File</a>
Any additional information	No File Uploaded
Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template)	<a href="#">View File</a>

**3.4.4 - Number of students participating in extension activities at 3.4.3. above during year**

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

File Description	Documents
Report of the event	<a href="#">View File</a>
Any additional information	No File Uploaded
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	<a href="#">View File</a>

### 3.5 - Collaboration

**3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year**

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

File Description	Documents
e-copies of related Document	<a href="#">View File</a>
Any additional information	No File Uploaded



Details of Collaborative activities with institutions/industries for research, Faculty	<a href="#">View File</a>
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### 3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year

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

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	<a href="#">View File</a>
Any additional information	No File Uploaded
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	<a href="#">View File</a>

## 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.

The institution boasts an extensive range of infrastructural facilities to enhance academic and personal development. With 60 well-equipped classrooms, 27 advanced laboratories, and 8 tutorial rooms, all fitted with LCD projectors and Wi-Fi connectivity, integrating Information and Communication Technology (ICT) into teaching is seamlessly facilitated. This ensures a modern, interactive learning environment.

The institution also features a centralized workshop and a computer center with 600 computer systems, allowing students access to cutting-edge technology for academic projects and research. A dedicated language lab with 30 systems further supports communication skill development.

The central library, housing over 50,000 volumes, serves as a rich academic resource for both students and faculty. To foster holistic development, the institute provides 2 seminar halls and a state-of-the-art auditorium.

Power reliability is assured with 24/7 backup from three noise- and pollution-free generators (320 KVA, 250 KVA, and 125 KVA), alongside uninterrupted power supply (UPS) systems in all computer labs and seminar halls.

The institute has an Innovation Centre, virtual lab, faculty residences, girls' common room and facilities like a shade net house and cultivation fields for agricultural learning. For administrative and academic support, the institute houses an Internal Quality Assurance Cell, exam control room, staff rooms, Chief Proctor's office.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<a href="https://tulas.edu.in/NAAC-AQAR-2022-23/criteria-4/4.1.1_4.1.3.pdf">https://tulas.edu.in/NAAC-AQAR-2022-23/criteria-4/4.1.1_4.1.3.pdf</a>

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

The institution is well-equipped with facilities that cater to a wide range of extracurricular activities, ensuring the holistic development of students. For those interested in physical fitness and recreation, the institution provides excellent infrastructure for sports and games, both indoor and outdoor, including dedicated spaces for popular sports.

Tula's Institute is equipped with a wide range of sports facilities, supporting various games such as Kho-Kho, Kabaddi, High Jump, Long Jump, and athletics with equipment like starting blocks, hammer, discus, shot put, javelin, hurdles, and high jump stands. Students make full use of the institute's extensive sports infrastructure, which includes

- a day-and-night football ground
- cricket ground
- horse-riding
- shooting range
- archery field
- basketball
- volleyball
- table tennis
- badminton

The institution features a fully equipped gymnasium, promoting physical fitness and healthy lifestyles.

It offers ample amenities for cultural activities, providing platforms for students to express their artistic talents through various events and performances as the institute has its own cultural club, VIBGYOR, which has a dedicated office and space for cultural activities.

These facilities are not only actively utilized by our students but also serve as a venue for affiliating universities to host university-level competitions, fostering a vibrant sporting culture in the region.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<a href="https://tulas.edu.in/NAAC-AQAR-2022-23/criteria-4/4.1.2_0001.pdf">https://tulas.edu.in/NAAC-AQAR-2022-23/criteria-4/4.1.2_0001.pdf</a>

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

60

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	<a href="https://tulas.edu.in/NAAC-AQAR-2022-23/criteria-4/4.1.1_4.1.3.pdf">https://tulas.edu.in/NAAC-AQAR-2022-23/criteria-4/4.1.1_4.1.3.pdf</a>
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	<a href="#">View File</a>

### 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)

125.69

File Description	Documents
Upload any additional information	No File Uploaded
Upload audited utilization statements	<a href="#">View File</a>
Upload Details of budget allocation, excluding salary during the year (Data Template)	<a href="#">View File</a>

## 4.2 - Library as a Learning Resource

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

The library at Tula's Institute, spanning 448 sq. meters, is a well-organized and resource-rich facility, housing over 54,900 volumes. It serves as a powerhouse of knowledge, providing an extensive and continuously updated collection of resources to support the holistic development of students.

The library is managed by a team of experienced professionals, including a librarian, assistant librarians, and attendants, who regularly participate in workshops and seminars to stay abreast of new ideas and developments. In addition to the main library, there is a dedicated reference section to cater to the specific needs of students.

Tula's library has a clear vision and mission, shared with new students during the annual Library Day event. The digital library offers 24/7 access to a vast collection of e-books and e-journals, enabling students to access academic materials from anywhere. The library provides 17,895 e-books through platforms such as EBSCO, Kopykitab, DELNET, and NDLI, along with 2,490 e-journals from EBSCO, ProQuest, and IESTC. Additionally, it offers access to NPTEL, a video-based educational resource developed by IITs and

**Technical Teacher Training Institutes (TTTI), and Open Educational Resources (OER) .**

The institute's library committee includes members from various departments and the student council, ensuring the library's smooth operation.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for Additional Information	Nil

**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**

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership etc (Data Template)	<a href="#">View File</a>

**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)**

File Description	Documents
Any additional information	No File Uploaded
Audited statements of accounts	<a href="#">View File</a>
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	<a href="#">View File</a>

**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**

File Description	Documents
Any additional information	No File Uploaded
Details of library usage by teachers and students	<a href="#">View File</a>

**4.3 - IT Infrastructure**

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

The institute recognizes the growing importance of IT infrastructure in today's modern era. With over 620 terminals and counting, the campus is equipped with a robust 600 MBPS fiber broadband connection, powered by JIO and BSNL. To ensure smooth operations and timely updates, the institute has an experienced IT support team in place. Regular maintenance of IT infrastructure is handled through Annual Maintenance Contracts (AMCs), ensuring that all systems remain up to date.

Additionally, the team monitors the uptime of the institution's website to ensure consistent accessibility. To further enhance convenience, an online payment gateway has been enabled for students to facilitate easy fee payments.

The institute has installed LAN (Local Area Network) in all hostel rooms to provide enhanced connectivity. This ensures that students have access to a reliable and fast internet connection, supporting their academic and personal online activities with improved network performance throughout the hostel premises.

To ensure seamless connectivity across the entire campus, the institute has installed additional Wi-Fi routers, enhancing network coverage and providing fast, reliable internet access in all areas. This upgrade allows students, faculty, and staff to stay connected.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

#### 4.3.2 - Number of Computers

650

File Description	Documents
Upload any additional information	No File Uploaded
List of Computers	<a href="#">View File</a>

#### 4.3.3 - Bandwidth of internet connection in the Institution

A.  $\geq$  50MBPS

File Description	Documents
Upload any additional Information	No File Uploaded
Details of available bandwidth of internet connection in the Institution	<a href="#">View File</a>

#### 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)**

File Description	Documents
Upload any additional information	No File Uploaded
Audited statements of accounts	<a href="#">View File</a>
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	<a href="#">View File</a>

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 established robust systems and procedures for the effective maintenance and utilization of its physical, academic, and support facilities.

- Laboratories are regularly inspected and updated to ensure that equipment is functioning properly and aligned with academic requirements.
- The library operates under a structured system that manages cataloging, borrowing, and digital resources to maximize student and faculty access.
- In the sports complex, dedicated staff oversee the maintenance of equipment and facilities.
- The IT infrastructure, including computers and Wi-Fi, is routinely monitored and updated by a support team to ensure smooth operation, while classrooms are regularly maintained to provide a conducive learning environment, equipped with necessary teaching aids.
- The annual maintenance contracts for periodic maintenance of its electrical and electronic infrastructure, such as Generators, Air Conditioners, Water Purifiers, Water Coolers, EPABX, UPS, Solar Water Heaters, Fire extinguishers, and Photocopiers, have been established.

With committees like the infrastructure committee, library committee, academic committee, finance committee, environment committee etc. in place.

Each committee gives requirements and a tentative Budget, which are finally reviewed by Management and Approved for further action.

The evaluation of the request and approval process is monitored by the Director/Registrar's office.

File Description	Documents
Upload any additional information	<a href="#">View File</a>

Paste link for additional information	Nil
<b>STUDENT SUPPORT AND PROGRESSION</b>	
<b>5.1 - Student Support</b>	
<b>5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year</b>	
<b>5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year</b>	
111	
File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	<a href="#">View File</a>
Upload any additional information	No File Uploaded
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	<a href="#">View File</a>
<b>5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year</b>	
<b>5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year</b>	
212	
File Description	Documents
Upload any additional information	<a href="#">View File</a>
Number of students benefited by scholarships and free ships institution / non-government agencies in last 5 years (Date Template)	<a href="#">View File</a>
<b>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</b>	A. All of the above
File Description	Documents
Link to Institutional website	<a href="https://tulas.edu.in/NAAC-AQAR-2022-23/criteria-5/5.1.3_0001.pdf">https://tulas.edu.in/NAAC-AQAR-2022-23/criteria-5/5.1.3_0001.pdf</a>
Any additional information	<a href="#">View File</a>
Details of capability building and skills enhancement initiatives (Data Template)	<a href="#">View File</a>

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

738

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

738

File Description	Documents
Any additional information	<a href="#">View File</a>
Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template)	<a href="#">View File</a>

**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 redressal of the grievances through appropriate committees**

A. All of the above

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View File</a>

**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**

222

File Description	Documents
Self-attested list of students placed	<a href="#">View File</a>
Upload any additional information	No File Uploaded
Details of student placement during the year (Data Template)	<a href="#">View File</a>

**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**

17

File Description	Documents
Upload supporting data for student/alumni	<a href="#">View File</a>
Any additional information	No File Uploaded
Details of student progression to higher education	<a href="#">View File</a>

**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**

3

File Description	Documents
Upload supporting data for the same	<a href="#">View File</a>
Any additional information	No File Uploaded
Number of students qualifying in state/ national/ international level examinations during the year (Data Template)	<a href="#">View File</a>

**5.3 - Student Participation and Activities****5.3.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) during the 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.**

46

File Description	Documents
e-copies of award letters and certificates	<a href="#">View File</a>
Any additional information	No File Uploaded
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	<a href="#">View File</a>

**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 )**

**Tula's Institute has implemented a well-structured student representation model, ensuring active involvement in various**

administrative, co-curricular and extracurricular areas. Each class has a designated class representative to voice student concerns and facilitate communication. Additionally, the institute hosts student chapters of prestigious technical organizations such as

1. IEEE
2. ACM
3. IAAS

The student committee plays an essential role in mentoring new students in diverse fields.

In the VIBGYOR club, students take the lead in organizing extension activities and encouraging student participation in a wide range of events. The VIBGYOR club consists of several sub-clubs, each dedicated to specific interests:

- Sargam (Music)
- FootLoose (Dance)
- Espresso (Literary)
- Manchan (Drama)
- Capture (Photography)
- Meraki (Creativity)
- Public Relations
- Technocrats (Technical)
- Stylexa (Fashion)
- Editor
- Backbone
- Fauna

Student representation is also pivotal in the grievance redressal process, ensuring that student concerns are heard and resolved. They actively contribute to anti-ragging campaigns, promote awareness for women's safety, and organize sensitization initiatives across campus.

Moreover, student representatives provide input and feedback for sports and cultural events, coordinating both inter and intra-college events. Overall, Tula's Institute fosters a culture of student engagement, valuing their participation in shaping various aspects of institutional life.

File Description	Documents
Paste link for additional information	<a href="https://tulas.edu.in/NAAC-AQAR-2022-23/criteria-5/5.3.2_0001.pdf">https://tulas.edu.in/NAAC-AQAR-2022-23/criteria-5/5.3.2_0001.pdf</a>
Upload any additional information	<a href="#">View File</a>

**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**

File Description	Documents
Report of the event	No File Uploaded
Upload any additional information	No File Uploaded
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)	No File Uploaded

**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

Tula's Institute has an officially registered Alumni Association with a governing body consisting of a President, Vice-President, Secretary, Treasurer, and General Secretary. The President, a senior alumnus, oversees all meetings, manages financial aid, and organizes various events with the assistance of association members and faculty coordinators. In the President's absence, the Vice-President assumes these responsibilities. The Treasurer manages the association's finances and handles other tasks assigned by the President.

The management team actively participates in all alumni association activities. Many of Tula's alumni are employed in prestigious companies such as CGI, TCS, Infosys, Tech Mahindra, Caliber Technologies, Amazon Ltd, and BYJU'S. They hold key roles such as Software Engineers, R&D Engineers, NDT Engineers, System Engineers, Tech Support Engineers, Software Testers, and positions in government organizations.

The alumni association makes valuable contributions, both financially and through non-financial support, and plays a significant role in various administrative and academic committees. They provide structured feedback on the curriculum, exam patterns, and institutional facilities, with valid suggestions being implemented. Annual alumni meets are held to help current students, raising awareness about the job opportunities available in today's market.

File Description	Documents
Paste link for additional information	<a href="https://www.tulas.edu.in/NAAC-AQAR-2022-23/criteria-5/5.4.1_1.pdf">https://www.tulas.edu.in/NAAC-AQAR-2022-23/criteria-5/5.4.1_1.pdf</a>
Upload any additional information	No File Uploaded

**5.4.2 - Alumni contribution during the year (INR in Lakhs)**

A. ≥ 5Lakhs

File Description	Documents
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Upload any additional information	<a href="#">View File</a>
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**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

The governance of Tula's Institute is a direct reflection of its vision and mission, designed to uphold the institution's core values of excellence, innovation, and inclusivity. It promotes an environment where academic and administrative frameworks work harmoniously to advance the institute's strategic goals. Central to this governance model are transparency, accountability, and responsiveness principles, ensuring that all actions and decisions are made with clarity and responsibility.

The institute encourages collaborative decision-making, fostering a culture of shared leadership among students, faculty, and staff. This approach strengthens the institution's commitment to holistic development, quality education, and societal impact by incorporating diverse policy formulation and institutional planning perspectives.

The governance framework is dynamic, adapting to the academic community's and society's evolving needs. This adaptability ensures that the institute remains responsive to emerging challenges and opportunities, facilitating continuous improvement. Through well-defined policies, procedures, and initiatives, Tula's governance model effectively aligns its operations with its long-term aspirations, ensuring that it remains a leader in providing meaningful education while impacting the broader community.

File Description	Documents
Paste link for additional information	<a href="https://tulas.edu.in/NAAC-AQAR-2022-23/criteria-6/6.1.1_01.pdf">https://tulas.edu.in/NAAC-AQAR-2022-23/criteria-6/6.1.1_01.pdf</a>
Upload any additional information	<a href="#">View File</a>

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

Effective leadership at Tula's Institute is exemplified through decentralized management, participative governance, and financial autonomy at various levels. The institute enables timely financial decision-making in academics, research, and infrastructure by empowering key roles such as the Director, Deans, and Heads of Departments (HoDs). This autonomy enhances operational efficiency, allowing quick responses to evolving needs and fostering accountability within the institution.

Participative management is integral to Tula's leadership. It promotes inclusivity by involving diverse stakeholders—students, faculty, staff, alumni, and parents—in decision-making processes.

Boards and committees welcome contributions from all these groups, ensuring that decisions are well-rounded and reflect a variety of perspectives. For instance, faculty and students are involved in curriculum development, while alumni and parents provide insights into industry trends and student welfare.

This leadership model has proven effective, evident in the institute's ability to implement strategic academic and infrastructural projects efficiently. Financial autonomy facilitates targeted initiatives like research projects and course development, while the participative approach fosters stakeholder satisfaction and engagement. Tula's Institute continues to refine these leadership practices, ensuring that its governance supports innovation, academic excellence, and meaningful contributions to the community, keeping the institution on a path of sustained growth and success.

File Description	Documents
Paste link for additional information	<a href="https://tulas.edu.in/NAAC-AQAR-2022-23/criteria-6/6.1.2_001.pdf">https://tulas.edu.in/NAAC-AQAR-2022-23/criteria-6/6.1.2_001.pdf</a>
Upload any additional information	<a href="#">View File</a>

## 6.2 - Strategy Development and Deployment

### 6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

The strategic or perspective plan of Tula's Institute is meticulously crafted to align with its vision and mission, ensuring sustainable growth and academic excellence. The plan covers key areas like academic advancements, infrastructure development, research and innovation, industry partnerships, and community engagement.

The plan is structured into short-term, mid-term, and long-term goals, with each phase periodically reviewed and refined based on institutional performance and stakeholder feedback. Leadership plays a crucial role, with the Director, Deans, and Heads of Departments collaborating to oversee implementation, ensuring efficient decision-making through financial and administrative decentralization.

A participative approach involves all stakeholders—faculty, students, staff, alumni, and parents—in the planning process. This inclusive method fosters ownership and commitment. To maintain academic excellence, the institute continuously revises curricula, introduces new courses, and engages in faculty development and industry collaborations. Faculty are also involved in university curriculum development, suggesting modifications based on stakeholder feedback.

Research is a key focus, with provisions for interdisciplinary projects and specialized research centers like the DST-funded Cyber-Physical Systems Lab. The institute also prioritizes industry engagement through partnerships and internships,

preparing students for real-world challenges. Regular reviews track progress, ensuring the plan remains responsive and outcome-driven, contributing to Tula’s reputation as a center of excellence.

File Description	Documents
Strategic Plan and deployment documents on the website	<a href="#">View File</a>
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

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.

The functioning of the institutional bodies is both effective and efficient, as demonstrated by the well-defined policies, streamlined administrative setup, and clear appointment and service rules.

The institution's clearly defined hierarchy and policies for various stakeholders ensure strong governance and efficient management.

- The Board of Trustees (BOT) appoints the Director in accordance with regulatory guidelines, ensuring the selection of a capable leader.
- Direct reporting lines, with the Registrar and Dean reporting to the Director, enable smooth communication and decision-making processes.
- Key functions such as the Internal Quality Assurance Cell (IQAC), Examination Controller, and Training and Placement also report directly to the Director, ensuring these vital areas are well-coordinated.
- The Head of Departments (HoDs) and the Research and Development (R&D) Cell report to the Dean, ensuring focused attention on academic and research activities.
- Faculty members report to their respective HoDs, promoting effective oversight in teaching and research endeavors.
- Administrative functions report to the Registrar, ensuring efficient management of human resources, finances, and infrastructure.

Additionally, the institution has established robust policies and procedures for the selection of teaching and non-teaching staff, along with a well-defined code of conduct for employees, ensuring the recruitment and retention of qualified and dedicated staff.

File Description	Documents
Paste link for additional information	<a href="https://www.tulas.edu.in/NAAC-AQAR-2022-23/criteria-6/6.2.2.pdf">https://www.tulas.edu.in/NAAC-AQAR-2022-23/criteria-6/6.2.2.pdf</a>
Link to Organogram of the institution webpage	<a href="https://tulas.edu.in/about/organisation-chart/">https://tulas.edu.in/about/organisation-chart/</a>

Upload any additional information	<a href="#">View File</a>
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<b>6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination</b>	A. All of the above
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File Description	Documents
ERP (Enterprise Resource Planning)Document	<a href="#">View File</a>
Screen shots of user inter faces	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>
Details of implementation of e-governance in areas of operation, Administration etc(Data Template)	<a href="#">View File</a>

**6.3 - Faculty Empowerment Strategies**

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

The institution has implemented effective welfare measures for both teaching and non-teaching staff, ensuring a supportive and conducive work environment. These measures include provisions such as health insurance, paid leave, and other benefits.

Additionally, the institution supports its staff with flexible work policies, offering a balance between professional and personal life. Non-teaching staff benefit from measures such as skill development programs and financial assistance when required.

Institution provides support to both teaching and non-teaching staff for welfare.

Below is the common support provided to both teaching and non-teaching staff.

- Maternity & Paternity Leave
- Special leave (Casualties, Mis-happenings & Marriage)
- Cash Advance Policy
- Access to Staff Quarters
- Research Incentive Policy.
- Unlimited internet and Wi-Fi
- Access to periodicals and Newspapers
- Dedicated staff rooms
- Fee concession for Employee wards
- Gratuity and PF
- ESI Coverage
- Long Service Recognition
- Study Leave
- Access to health facility and doctor within the campus

- **Uniform for Support staffs**
- **Access to Gymnasium and sports facilities**
- **Access to Transport facility**

**These welfare initiatives enhance staff well-being, job satisfaction, and productivity, ensuring both teaching and non-teaching personnel feel valued and supported.**

File Description	Documents
Paste link for additional information	<b>Nil</b>
Upload any additional information	<a href="#">View File</a>

### **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**

**32**

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	<a href="#">View File</a>

### **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**

**9**

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

### **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**

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

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

The institution has a structured Performance Appraisal System for both teaching and non-teaching staff. For teaching staff, the system evaluates their contributions based on academic performance, research output, student feedback, and participation in professional development activities. Non-teaching staff are assessed on their work efficiency, skill enhancement, and administrative contributions.

The institution conducts an Annual Performance Appraisal System for teaching and non-teaching staff at the end of each academic year. The process aims to motivate and encourage staff by evaluating their contributions.

1. For teaching staff, performance is assessed through a self-appraisal form, which includes the Staff Performance Index based on various parameters. The evaluation is conducted by the respective HoD, Dean, or Director.
2. Non-teaching staff performance is reviewed via an appraisal form evaluated by the reviewing officer, reporting officer, and includes recommendations from the Registrar.
3. Teaching staff performance is categorized according to AICTE norms, focusing on four key areas: Academic activity, Research activity, Extension activity, and Administrative activity.
4. Non-teaching staff are assessed based on criteria such as attendance, work sincerity, feedback from students and teachers, initiative in self-learning, job knowledge, professional training, interpersonal skills, and productivity, as evaluated by the reporting manager.

File Description	Documents
Paste link for additional information	<a href="https://tulas.edu.in/NAAC-AQAR-2022-23/criteria-6/6.3.5.pdf">https://tulas.edu.in/NAAC-AQAR-2022-23/criteria-6/6.3.5.pdf</a>
Upload any additional information	No File Uploaded

**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 has appointed M/s Kapoor Vishal and Associates as its internal auditor, granting them full access to the institute's books of accounts for the purpose of conducting thorough internal control. The internal audit covers a range of financial documents, including purchase orders, work orders, journal vouchers, petty cash vouchers, payment vouchers, receipt vouchers, stock registers, and bank reconciliation statements. Each entry in the accounts is meticulously scrutinized for accuracy and cross-verified with records from various departments. Additionally, current expenses are compared with data from the previous year to identify any significant variances in income and expenditure.

The findings and recommendations from the Internal Audit Report are presented to the Board of Trustees (BOT) by the auditor, and necessary actions are taken based on the report's observations. The auditor also broadly reviews the balance sheet and revenue and expenditure accounts, comparing them with the financial statements from the previous year to ensure consistency and transparency.

File Description	Documents
Paste link for additional information	<a href="https://tulas.edu.in/NAAC-AQAR-2022-23/criteria-6/6.4.1.pdf">https://tulas.edu.in/NAAC-AQAR-2022-23/criteria-6/6.4.1.pdf</a>
Upload any additional information	No File Uploaded

**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)**

0.14356

File Description	Documents
Annual statements of accounts	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	<a href="#">View File</a>

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

Tula's Institute is a self-financed institution, with its primary source of revenue being the fees paid by students. Additional income is generated by providing facilities for conducting competitive exams. The institute ensures the efficient and effective utilization of financial resources to support the growth of academic processes and infrastructure.

**Optimal Resource Allocation:** A thorough analysis of past expenses is conducted, and budgets are carefully planned to allocate funds for various needs. These include faculty and staff salaries, organizing seminars, conferences, and guest lectures, providing resources for laboratories, supporting extracurricular activities, and offering faculty support for research, publication, and participation in esteemed conferences.

**Research Grants:** The institute remains committed to its vision, securing research support of Rs. 24 Lakhs, which has been effectively utilized for project implementation and the procurement of necessary equipment.

**Library Book Bank:** To support students, especially those with financial constraints, the institute invests in a book-bank, ensuring access to essential academic resources.

**Alumni Contribution:** Additionally, the institute has created a corpus fund through contributions from its alumni, further enhancing its financial stability and growth.

File Description	Documents
Paste link for additional information	<a href="https://tulas.edu.in/NAAC-AQAR-2022-23/criteria-6/6.4.3_0001.pdf">https://tulas.edu.in/NAAC-AQAR-2022-23/criteria-6/6.4.3_0001.pdf</a>
Upload any additional information	No File Uploaded

## 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 Internal Quality Assurance Cell (IQAC) has played a pivotal role in institutionalizing quality assurance strategies and processes at the institute. Through its initiatives, IQAC has established a structured framework for continuous improvement in key areas such as teaching methodologies, research activities, curriculum development, and infrastructure enhancement. The IQAC at Tula's Institute organizes various workshops, seminars, and training programs aimed at improving quality in areas such as teaching, research, publication, as well as enhancing NIRF ranking, NAAC assessment, API calculation, recruitment policies, and CAS promotion.

IQAC has taken proactive steps to institutionalize the systematic collection of feedback from various stakeholders. Student feedback on academic programs offers valuable insights into the relevance of the curriculum, learning outcomes, skill development, and applicability of concepts. Similarly, feedback on teachers helps evaluate their performance in the teaching-learning process. Feedback from other stakeholders provides essential perspectives that contribute to identifying any gaps in the system.

To streamline the often tedious and time-consuming process of collecting data and reports from academic departments, IQAC has

introduced internally developed software. Each department and center is given unique login credentials, enabling them to easily submit and manage their data for annual reporting and assessment purposes.

File Description	Documents
Paste link for additional information	<a href="https://www.tulas.edu.in/NAAC-AQAR-2022-23/criteria-6/6.5.1_1.pdf">https://www.tulas.edu.in/NAAC-AQAR-2022-23/criteria-6/6.5.1_1.pdf</a>
Upload any additional information	No File Uploaded

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 IQAC at Tula's Institute actively organizes workshops, seminars, and training programs aimed at enhancing quality in areas such as teaching, research, publications, NIRF rankings, NAAC assessments, API calculations, recruitment policies, and CAS promotions.

In its efforts to improve institutional processes, IQAC has also institutionalized a systematic and regular collection of feedback from stakeholders. Student feedback on academic programs provides critical insights into the relevance of the curriculum, learning outcomes, skill development, and the applicability of concepts. Additionally, feedback on faculty performance helps assess the effectiveness of the teaching-learning process. Feedback from other stakeholders is also gathered to gain a broader perspective, allowing the institute to identify any gaps in the system.

To address the time-consuming task of data collection from various academic departments for annual reports and assessments, IQAC has implemented a customized software system. Each department and center is provided with login credentials, allowing for efficient and organized submission of data. This system has now been fully institutionalized, ensuring easy access and management of information whenever needed.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>

<p><b>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)</b></p>	<p>A. All of the above</p>
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File Description	Documents
Paste web link of Annual reports of Institution	<a href="https://tulas.edu.in/annual-report/">https://tulas.edu.in/annual-report/</a>
Upload e-copies of the accreditations and certifications	<a href="#">View File</a>
Upload any additional information	No File Uploaded
Upload details of Quality assurance initiatives of the institution (Data Template)	<a href="#">View File</a>

**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 has taken several initiatives to promote gender equity during the year, ensuring a safe, inclusive, and supportive environment for all genders. Women make up approximately 30% of the students and 40% of the staff at the institution, representing diverse regions, including neighboring countries such as Nepal and Bhutan.

1. Gender Sensitization Workshops: Regular workshops and seminars were conducted to raise awareness about gender issues and promote equality.
2. Anti-Sexual Harassment Committee: The institution has an active Internal Complaints Committee (ICC) in place to address and resolve complaints related to sexual harassment, ensuring a safe and respectful campus environment.
3. Women Empowerment Programs: Various programs were organized to empower female students and staff.
4. Equal Opportunities Policy: The institute follows a strict equal opportunities policy in academic and administrative processes, ensuring there is no discrimination based on gender in admissions, recruitment, or promotions.
5. Health and Wellness Initiatives: Special health awareness programs focusing on women's health and well-being were conducted to support gender-specific needs.

On-campus medical facilities include a female nurse, a well-equipped ambulance, and a separate girls' common room.

Additionally, a counseling room with a dedicated counselor is available 24/7 to support students and staff with gender-related concerns.

File Description	Documents
Annual gender sensitization action plan	<a href="http://www.tulas.edu.in/NAAC-AQAR-2022-23/criteria-7/7.1.1_0001.pdf">http://www.tulas.edu.in/NAAC-AQAR-2022-23/criteria-7/7.1.1_0001.pdf</a>
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	<a href="http://www.tulas.edu.in/NAAC-AQAR-2022-23/criteria-7/7.1.1_Facilities.pdf">http://www.tulas.edu.in/NAAC-AQAR-2022-23/criteria-7/7.1.1_Facilities.pdf</a>

**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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

One of the key objectives of the institution's programs is fostering a strong sense of commitment to society and the environment. Beyond the curriculum, the institute instills in students and staff the importance of environmental protection, minimal waste generation, and the proper disposal of waste.

- 1. Solid Waste Management:** The institute follows a solid waste management policy based on the 3R principles: Reduce, Reuse, and Recycle. This approach ensures that waste generation is minimized and recycling is maximized.
- 2. Liquid Waste Management:** Liquid waste generated from various campus activities, including sewage, laboratories, laundry, hostels, and canteens, is segregated into organic and inorganic waste. Inorganic waste is treated and neutralized with calcium oxide before disposal. Organic liquid waste is sometimes combined with organic solid waste for composting to produce manure.
- 3. Biomedical Waste Management:** The institution generates minimal biomedical waste, primarily from student hostels and the

campus clinic. This waste is collected separately and disposed of through the municipal waste collection system.

4. **E-Waste Management:** E-waste is collected in designated bins at the computer center. Old computers are either donated to underprivileged students or repurposed by computer hardware training institutes, contributing to sustainable e-waste management.

File Description	Documents
Relevant documents like agreements / MoUs with Government and other approved agencies	<a href="#">View File</a>
Geo tagged photographs of the facilities	<a href="#">View File</a>

**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

File Description	Documents
Geo tagged photographs / videos of the facilities	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**7.1.5 - Green campus initiatives include**

**7.1.5.1 - The institutional initiatives for greening the campus are as follows:**

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of plastic
5. Landscaping

File Description	Documents
Geo tagged photos / videos of the facilities	<a href="#">View File</a>
Various policy documents / decisions circulated for implementation	<a href="#">View File</a>
Any other relevant documents	<a href="#">View File</a>

**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

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	<a href="#">View File</a>
Certification by the auditing agency	<a href="#">View File</a>
Certificates of the awards received	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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	<a href="#">View File</a>
Policy documents and information brochures on the support to be provided	<a href="#">View File</a>
Details of the Software procured for providing the assistance	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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 actively promotes an inclusive environment by fostering tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic, and other forms of diversity

- Cultural Celebrations: The institution organizes and celebrates a wide array of cultural and religious festivals such as Diwali, Eid, Christmas, Holi, and Navaratri.
- Cultural and Talent Committees: The institution has vibrant cultural committees that involve students from various socio-economic backgrounds, fostering a sense of belonging and unity. These committees organize cultural events,



competitions, and talent shows that reflect the diversity of the student body.

- **Language and Regional Diversity:** To promote linguistic and regional diversity, the institution offers language support programs and conducts activities in multiple languages, ensuring that students from different linguistic backgrounds feel included.
- **Socio-Economic Support:** Around 20% of the students belong to financially underprivileged backgrounds, and the institution provides scholarships to support their education.
- **Awareness and Sensitization Programs:** The institution regularly conducts sensitization programs that promote tolerance, communal harmony, and mutual respect among students, addressing issues like regional or communal differences.

These initiatives collectively foster an environment where diversity is celebrated, and every student is encouraged to contribute to the institution's rich cultural fabric.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Tula's Institute actively sensitizes its students and employees to their constitutional obligations, emphasizing values, rights, duties, and responsibilities to help them become responsible citizens. The institute fosters a learning environment that is efficient, encouraging, safe, and accessible, equipping students with the knowledge, skills, and values needed to balance professional success with personal fulfillment.

Students are encouraged to participate in activities that promote awareness of culture, customs, values, and civic duties, and the institute engages them in campaigns addressing issues such as plastic prohibition, cleanliness, and Swachh Bharat.

As part of its commitment to instilling constitutional values, the institute integrates relevant courses like Professional Ethics and Human Values, the Indian Constitution, and the Essence of Indian Traditional Knowledge into the curriculum, as mandated by the affiliating university.

Recent initiatives include the establishment of an NCC unit and a separate NSS unit, which actively involve students in community service projects. Notable efforts include:

- A Cloth Donation Drive for slum development in Dhoolkot and nearby areas,

- The organization of blood donation drives in collaboration with the IMA Blood Bank, Dehradun.

These initiatives reflect the institute’s dedication to nurturing socially responsible and civically engaged individuals.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	<a href="https://tulas.edu.in/NAAC-AQAR-2022-23/criteria-7/7.1.9_0001.pdf">https://tulas.edu.in/NAAC-AQAR-2022-23/criteria-7/7.1.9_0001.pdf</a>
Any other relevant information	Nil

**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	<a href="#">View File</a>
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	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

The institution actively celebrates and organizes various national and international commemorative days, events, and festivals, fostering a sense of unity, cultural appreciation, and global awareness among students and staff.

1. **National Days:** The institute honors important national occasions such as Independence Day, Republic Day, and Gandhi Jayanti with flag-hoisting ceremonies, patriotic speeches, and cultural performances.
2. **International Observances:** The institution also participates in global events such as International Women’s Day, World Environment Day, and International Yoga Day, organizing awareness programs, workshops, and campaigns to highlight global issues and promote sustainability, gender equity, and health.

- 3. **Religious and Cultural Festivals:** A variety of religious and cultural festivals, including Diwali, Eid, Christmas, Holi, and Navratri, are celebrated on campus. These festivals provide an opportunity for students from diverse backgrounds to come together, share traditions, and promote cultural inclusivity.
- 4. **Special Events and Drives:** The institution also marks special events such as Teachers' Day, Engineers' Day and Librarians day through activities that celebrate professional excellence and social causes.

By organizing these commemorative events, the institution promotes values of unity, inclusivity, and social responsibility while encouraging students to be active participants in both national and global communities.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	<a href="#">View File</a>
Geo tagged photographs of some of the events	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 7.2 - Best Practices

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

### BEST PRACTICE - I: Saving Life through regular and on-call Blood Donation

The institute actively raises awareness about the importance of the safe transfusion of blood and its components, emphasizing that blood donation is an act of kindness, empathy, and social responsibility. By fostering compassion and concern for others, the institution promotes ethical blood and plasma donation as a civic duty, encouraging self-awareness and publicizing the critical need for blood donation.

Through its continued commitment to this noble cause, the institute has received several letters of recognition from esteemed organizations such as the IMA Blood Bank and local elected administrators, including Village Pradhans, acknowledging the institute's significant contributions to this life-saving practice.

### BEST PRACTICE - II: Add on certification programs for students apart from their regular curriculum

As a best practice, the institute offers a variety of add-on certification programs for students in addition to their regular curriculum. These programs are designed to enhance students' skills, making them more competitive and industry-ready. The

certifications cover a range of disciplines, including emerging technologies, soft skills development, leadership, and professional certifications relevant to their fields of study.

These add-on certifications provide students with opportunities to acquire specialized knowledge and practical experience, improving their employability and aligning their skill set with current industry demands. By offering these programs, the institute fosters a culture of continuous learning and encourages students to take ownership of their professional development beyond the traditional classroom setting.

File Description	Documents
Best practices in the Institutional website	<a href="https://tulas.edu.in/iqac/">https://tulas.edu.in/iqac/</a>
Any other relevant information	<a href="https://www.tulas.edu.in/NAAC-AQAR-2022-23/criteria-7/7.2.1_0001.pdf">https://www.tulas.edu.in/NAAC-AQAR-2022-23/criteria-7/7.2.1_0001.pdf</a>

### 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

Tula’s Institute is equipped with an impressive array of infrastructural resources that play a vital role in fostering a conducive teaching and learning environment while supporting the holistic development of students.

The Institute's infrastructure is designed to integrate technology into education, with classrooms equipped with advanced ICT facilities, including LCD projectors and Wi-Fi connectivity. These resources enable a dynamic and interactive learning experience. Additionally, well-equipped laboratories provide hands-on practical training, supporting various academic disciplines and fostering a culture of innovation.

The campus is further enhanced by a state-of-the-art auditorium and multiple conference halls, which regularly host seminars, academic discussions, guest lectures, and cultural events. The presence of an Internal Quality Assurance Cell (IQAC) ensures that the institution maintains high standards in all academic and administrative functions.

The Institute offers a range of facilities for extracurricular activities and holistic development, including a cricket ground, football stadium, volleyball and badminton courts, and a shooting range. The annual athletic meet and cultural activities hosted by the Vibgyor Office further promote physical fitness, teamwork, and creativity among students.

Additional amenities such as a medical room, guest house, and a girls’ common room enhance the overall campus experience.

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

### 7.3.2 - Plan of action for the next academic year

The plan of action for the next academic year will focus on:

#### 1. Academic Enhancement

- Implement innovative teaching methods such as flipped classrooms, case-based learning, and project-based assignments to improve student engagement and learning outcomes.

#### 2. Research and Development Expansion

- Increase faculty incentives for publishing in high-impact journals, filing patents, and obtaining funded research projects.

#### 3. Innovation and Entrepreneurship

- Expand the Centre for Innovation Research and Entrepreneurship (CIRE) by increasing the number of startups and hosting more events such as hackathons, startup bootcamps, and guest lectures.
- Offer resources and training for students and faculty on filing.

#### 4. Student Engagement and Development

- Offer more industry-relevant certifications through partnerships with platforms like Coursera, NPTEL, and others.
- Encourage more student participation in National Service Scheme, National Cadet Corps.
- Strengthen ties for internships and placements, ensuring that students get hands-on experience.

#### 5. Faculty Development and Support

- Conduct more Faculty Development Programs.

#### 6. Infrastructure and Resources

- Upgrade laboratories, research centres, and digital infrastructure.
- Enhance library resources for students and faculty.

#### 7. Sustainability and Community Outreach

- Organize outreach programs in rural areas focusing on educating the community.

This action plan will help propel Tula's Institute toward higher academic and research excellence and student success.