SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

TULAS INSTITUTE

MEHRE KA GAON PO SELAQUI DHOOLKOT DEHRADUN
248011
www.tulas.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Tulas Institute was established in 2006, under Rishabh Educational Trust and today Tulas Institute is recognised as one of the 'Top Engineering Colleges in Uttarakhand, Dehradun'.

Dehradun is located 255 km north of India's capital New Delhi. The Doon Valley has a sub-tropical climate with moderate Winters, pleasant Spring, hot Summers and heavy Monsoons.

Tulas Institute is affiliated to Veer Madho Singh Bhandari Uttarakhand Technical University for AICTE approved programs and SriDevSuman University for Agriculture and Social Sciences programs.

Tulas Institute offers combination of professional courses in engineering, technology and management as well as challenging and relevant courses in Agriculture and Social Sciences.

Known for its excellence in academic programs from undergraduate to the postgraduate level, Tulas Institute is a premier college, that attracts student from different states of India and neighbouring countries.

At Tulas Institute believes in striking a balance between education and extra-curricular activities while maintaining a healthy teacher-student ratio and in creating equal opportunities for all.

The Institute provides excellent infrastructural facilities with well-equipped laboratories, a modern computer centre, spacious and well-furnished classrooms, seminar hall, library, workshop and auditorium.

Vision

Tulas Institute Vision Statement:

"To emerge as an academic centre creating and developing world-class professionals promoting innovation and research".

Mission

Tulas Institute Mission Statement:

- Promote intellectual and skilled human capital generating employment and entrepreneurship.
- Be an educational centre of excellence of multi-ethnicity and diversity.
- Establish a technology-driven teaching-learning institution.
- Provide a world-class platform for research and innovation.
- Inculcate social, environmental, and heritage values.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Infrastructure

Tula's has an excellent infrastructure for environment friendly and sustainable campus life. The teaching learning facilities are modern and well equipped. The sports facilities are maintained at high standards while the auditorium is one of the best in Uttarakhand for co- curricular and extra-curricular activities.

Well defined organizational structure

Tula's has a defined organization structure with statutory Bodies, cells and committees for translation of the Institution strategy.

Well defined Processes

The Institution has processes critical for the operation and administration of the Institution to ensure accuracy, efficiency and results.

ICT Facilities

- Entire campus including student and teacher hostels enabled by high speed Wi-Fi network;
- Classrooms and seminar halls are equipped with audio-visual tools.
- Latest smartboards and graphic tablets as teaching aids.

Student Diversity

Students from all parts of the country and from neighbouring countries like Nepal, Bhutan and Bangladesh provide geographical diversity. This teaches students how to lead a peaceful living in a multicultural society and preparation to be good citizens of the world community.

Vibrant Research Climate

The Institution has fostered a vibrant research climate with a Research Policy and incentive model. Both teachers and students are encouraged for contributions in area of Research. Funds from TEQIP has further enhanced the opportunities.

Innovative and Dynamic Academic Ecosystem

Workshops, conferences, departmental organized internships, seminars, symposia and colloquia are interspersed through the year along with add-on courses and certification programs from IIT's.

Social Commitment and Extension work

Social involvement instinctively drives faculty and students of the Institution to respond to social issues in the society.

Student Scholarship

Tula's provides wide range of scholarship to bright students from economically backward segment.

Nodal examination centre for competitive exams

Tula's has one of the largest and well-equipped physical and IT infrastructures and hence several government and other competitive exams are conducted every year. Institution is a nodal centre for Dehradun in conducting competitive exams and trainings.

Institutional Weakness

Limited Financial Resources

The Institution is dependent on the income from tuition fees. Any impact in admission numbers adversely affect the availability of financial resources. Institution plans to conduct certificate courses and industry relevant training programs to attract more revenue.

Limited access to Government Grants for Academic and Research activities.

The Institution need to apply for 2f and 12b for eligibility of government grants and funds.

Limited number of patents.

The institution proposes to recruit more teachers with PhD and research experience which further strengthening the innovation ecosystem and incubator facilities in the institution.

Lack of Student Exchange and Faculty Exchange.

The institution has started identifying opportunities for student exchange and faculty exchange and plans to sign MoU with those institutions.

Limited international collaboration.

Institution has started to pursue international collaborations in higher education which should help in expansion and advancement of knowledge as well as the increasing professionalization and specialization.

Lack of NAAC, NBA and other Accreditations.

The institution has already decided to pursue NAAC and NBA accreditations.

Institutional Opportunity

Perceived Geographical advantage of the Region for growth

The Institution is located in Dehradun which is perceived as an education hub for north India. This gives a

comparative advantage to grow.

Increased focus on higher education

In India, there is an increase in the demand for higher education and more students are willing to enrol in graduate and postgraduate programs.

To pursue autonomy as per new education policy

The new education policy of the government encourages institutions affiliated under university, like Tula's to pursue autonomy. This is an opportunity for the institution to further grow and realize its vision and mission.

To pursue inter-collegiate competitions

Institution has excellent infrastructure required for both co-curricular and sports activities. The institution intends to emerge as a centre of inter- collegiate events for the students across the state of Uttarakhand.

Institutional Challenge

Changes in Competitive landscape

The competitive landscape is undergoing a change rapidly with new innovative teaching learning methodologies, new technologies and flexible approaches to degrees are being adopted by autonomous institutions while colleges affiliated to universities are slow to keep up with the requirement for changes. Entry of universities with international presence via online and off line mode has further added to the challenge.

Limited accessibility to funds as a private institution

As a private institution, there are challenges to acquire funding in comparison to Central and State Government institutions. Attaining the 12B status, will facilitate the Institution's research endeavours.

Limited employment potential in the Uttarakhand

Though, Dehradun is the hub of economic activity of Uttarakhand, the employment potential remains low as major corporates of the country have their headquarters or regional offices based in other metropolitan cities.

Stagnation in the job market

The current stagnation in the job market has depressed placement opportunities for students. However, the Entrepreneurship Development and Incubation Centre continue to network with potential employers for recruitment opportunities and schemes for incubation of business ideas.

Retention of qualified faculty

The attrition rate of the teachers of the institution is quite high due to the aspiration to work in government

institutions. Institution has plans to bring in incentives and opportunities for teachers who continue to contribute for longer duration.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Tula's Institution offers academic programmes in Engineering, Agriculture, Social Sciences and Management disciplines. Tula's Institute is affiliated to Veer Madho Singh Bhandari Uttarakhand Technical University for AICTE approved programs and Sri Dev Suman Uttarakhand University for Agriculture and Social Sciences programs.

Institutional vision and mission are optimally incorporated for instructional delivery and planning. Interdisciplinary interaction is promoted through add-on courses. Strict adherence to academic calendar is ensured.

Curriculum is implemented as per the university guidelines and needs of the stakeholders, while serving the cause of global, national and regional requirements.

Faculty members actively and democratically participate in planning and process improvements of the curriculum implementation. Teachers participate in the university Board of Studies where they give inputs regarding curriculum planning and implementation. Teachers participate in setting of question papers for UG and PG programs and also in the assessment and evaluation process of the affiliating University.

All faculty members are provided with academic freedom in the instructional delivery planning. Innovative practices are encouraged while still ensuring university guidelines.

Experiential learning is part of the curriculum process all students undergo project work, field work or internship.

Instructional delivery is planned to ensure attainment of programme outcomes and course outcomes (as prescribed by the affiliating university) for the respective programs. In programs where affiliating university has not defined the programme outcomes and course outcomes, Institute academic committee has defined the course and programme outcomes.

 Feedback is collected from various stake holders (Students, Alumni, Parents, Faculty Members and Employers) on the relevance and quality of the curriculum and is provided to the university on a periodic basis. Academic committee periodically discuss various aspects of the curriculum and performance of the students to ensure high quality of teaching learning and alignment to industry requirements.

Add-on programmes are planned and implemented to cover academic gaps found in the curriculum. An average of over eighty percent of the students under go Add on programmes or certificate programmes in last five years.

Teaching-learning and Evaluation

Tula's institute conducts continuous review and improvement in teaching, learning and evaluation process.

The institute conducts induction program for the first year students to make them comfortable with higher education atmosphere.

Student diversity with respect to educational, social and emotional quotient is assessed during academic year and mentors tries to address the academic as well as personal problems of the students.

The faculty student ratio is maintained below 1:12 ratio to ensure the quality teaching learning process and personalized attention of each student.

The advanced and slow learners are identified as per the policy formed by IQAC of institute. The extra classes are conducted for the students falls in the category of advance and slow learners.

Tula's academic committee frequently updates teaching and learning practices by adopting innovative methodologies such as flip classes, experiential learning and participative learning. Projects, assignments and workshops are included in lesson plan so that students with different learning abilities are benefitted.

Tula's has implemented ICT to support advanced learning and assessment. Projectors, smart boards, software's, audio - video contents and internet with capacity of over 205 Mbps is made available.

Every student is provided with a mentor and periodic meetings are conducted to resolve the issues of the students. The mentor mentee ratio is 1: 14.

Internal and external evaluations are conducted as per the academic calendar and strictly monitored for adherence. Transparency in internal assessment process has been established so that students can request for reviewing their answer sheets. Grievances on internal evaluations are addressed at institution level while grievances related to external evaluations are forwarded and followed up with the affiliating university.

Tula's has implemented outcome-based education. Course Outcome and Program Outcome are defined for all courses and programs respectively. Faculty members participate and contribute to board of studies of affiliating university for developing CO's. Attainment calculations for outcomes are developed by the institute itself and actions have been taken based on attainment levels.

The institute has a healthy pass percentage of over 90% and is in the continuous process to improve it year on year with improved teaching and learning practices.

Research, Innovations and Extension

Institution has a research committee to plan and promote research in institution. Incentives are provided to teachers for research activities as per the research policy.
Around 20% of institutes departments have research projects funded by government and non-government agencies.
Institute has signed MOUs with start-up Uttarakhand to provide facilities and information on entrepreneurship for students and faculty members. The incubation centre is registered under MSME & ATAL Incubation

scheme.

Students are encouraged to participate in expos and competitions across country.

Periodic events and seminars related to IPR and entrepreneurship awareness workshops are organized. The students and faculty members have filed patents and some of the patents have been granted also.

An inter-collegiate event "Utkrisht" is organised annually where students from other institution participate and showcase their innovation and achievements.

Institution has identified areas of improvement related to research and innovation. Actions are undertaken to improve contribution in research and innovation activities.

Institution's management, teachers and students have been very active in extending education on social issues and cheering development in its neighbourhood.

An extension committee is active through several clubs and institutional platforms, the committee conducts activities within and outside in the neighbourhood. Most of the students participate in extension activities.

Institution has done around 40 events in last five years and received over 20 awards from government and non-government agencies.

Institution has several functional MoU's through which a large number of collaborative activities are conducted over last 5 years.

Institution has officially adopted two villages namely Sherpur and Dhoolkot. Students participate in Swatch Bharath Abhiyan, AIDS awareness, tree plantation and environmental awareness campaigns.

Activities such as volunteering for natural disasters during Kedarnath floods and Kashmir floods, students imbibe ethics and responsibilities in society and in themselves.

Additionally, institution conducts promotion of Ahimsa during Mahavir Jayanti, World water day, Painting competition for students on Environmental day, Awareness camp on Constitutional rights on Voter's Day, Self-defence workshops on Women's day, Sensitization workshop on drug abuse on Drug free day, Participation in Marathon "Run for Uttarakhand", International Yoga Day, Plastic free awareness campaigns and many more.

Infrastructure and Learning Resources

Institution has a well-developed high-tech campus of around 10.33 acres. It is equipped with facilities and learning resources to accomplish academic excellence to attain its vision and strategic objectives.

It has 42 lecture halls, 8 tutorials, 32 laboratories, 2 seminar halls and 2 workshops.

100 percent of classrooms and seminar halls are ICT enabled. Wifi with capacity of 205 Mbps is provided across the campus.

Around 39 percent of expenditure excluding salary is provided for Infrastructure augmentation during last five years.

Institute has well equipped library with over 50000 volumes. Around 7% of the expenditure is towards books and subscription. All students get the text books for the entire semester from the college library as per the library norms.

With over 520 computers, institute provides good student computer ratio of 3:1.

Institute ensures proper maintenance of infrastructure with actual expenditure of around 9% average over last five years.

Institute has Table-Tennis, chess, carom, a multipurpose ground (with the cemented bleachers) for Football, Cricket and hockey. Institute also has a good Athletic Track, basket-ball, Volley ball Handball, and Badminton courts.

Institute provides its playground for organizing other external sports events and inter-collegiate sports events as well.

Students who are selected to represent Institute at University level, State and National level, competitions are supported by the Institute.

The institute has a well-equipped gymnasium. A trained gym instructor/permanent caretaker are available for students and staff who use the gymnasium.

Institute has a student council 'VIBGYOR' which organizes and promotes cultural activities through various clubs formed under it such as: "Sargam" for singing, "Footloose" for Dance, "Expresso" for open mic and public speaking, "Manchan" for Nukkad Natak, "Meraki" for Art and Painting, "Capture" for photography. Institute also organises annual festival "Sanskriti".

Auditorium is a spacious multi-use concert hall a seating capacity of 500+ people and is centrally air-conditioned.

Institute makes an annual budgetary provision for cultural activities and annual day celebrations; towards the event management expenses such as lights, sound, musical instruments, costumes and logistics.

Student Support and Progression

Institution identifies and prioritizes student support and progression as a main outcome. Resources and processes are put in place to achieve the laid down goals. Institute undertakes capacity building and skills enhancement trainings for soft skills, language improvements and communication, life skills and ICT and computing skills every year.

About 78% of the students undergo career counselling and competitive examination guidance. Institution has constituted a grievance committee and a transparent mechanism is put in place for both online and offline timely redressal of student grievances including sexual harassment and ragging cases. Awareness activities are conducted within the campus. Grievances are addressed immediately and resolutions are documented.

Around 45% students who take up competitive exams conducted by state, national levels and others, qualify in their exams. Institution plans to encourage more participation in coming years. On an average over five years, above 38% of students who pass out are placed and about 18% students undertake higher education. A significant percentage of students undertake entrepreneurship. Efforts to increase the placements are undergoing and the institution has already started to see improvements.

Incubation centre is established within the campus to promote start-ups. Institution has a structured Student representation model. Every class has a class representative. Most of committees of institution have student representations who actively participate in the decision-making process.

Institution places high importance to sports and cultural activities for the students and the institution has one of the best infrastructures in Dehradun. On an average, the institution participates in around 12 sports and cultural events every year.

There is a registered Alumni Association and the institution has continuously engaged its Alumnus for the purposes such as placement, mentorship, industry engagement, financial sponsorship and overall growth of the institution. The institution has registered Alumni association as a society. There are over 2000 alumni members in the institute . The alumni contribution is around 7 lakhs in last five years.

Governance, Leadership and Management

Institution has defined its vision and mission statements and appropriate governance structures are put in place to achieve its vision which is "To emerge as an academic centre producing world class professionals promoting

innovation and research". Governance structures such as Board of Governors, Board of Trustees, and Director act as key structures for implementing vision and mission of the institution.

The institution has a qualified director from IIT Roorkee and the Vice President-Technology from IIM Kashipur who are leading inspiration for students and teachers.

Tula's Institution promotes varying degrees of decentralization and participative management among all stake holders at strategic, functional and operational levels.

Financial powers are also provided at various levels of the institution.

Director of the institution is provided with the financial power of up to 5.0 lakh every year. Registrar of the institution is provided with the financial power of up to 5.0 lakh every year. Dean of the institution is provided with the financial power of up to 2.5 lakh every year. HoD's are provided with the financial power of up to 0.50 lakh every year.

Institution has developed a long-term strategic plan in iterative consultation with different stakeholders.

Institution has defined roles and responsibilities for all levels of hierarchy. Policies such as human resource policy, recruitment and selection policy, promotion policy, grievance redressal mechanisms, Service rules etc., are framed. e-governance is implemented in Administration, Finance and Accounts, Student Admission and Support and Examination.

Institution provides welfare support to both teaching and non-teaching staff. Annual performance Appraisal System is done for teaching and non-teaching staff of institution every year.

After closure of Books of Accounts at the end of each Quarter, Third Party Internal Audit is performed. The Statutory Auditors perform audit procedures on the given financial statements.

Internal Quality Assurance Cell was set up in 2014 year. This cell meets at least twice every semester to review quality initiatives being carried out.

Institutional Values and Best Practices

Institutional values and social responsibilities are core aspects of academic programmes.

Gender sensitisation, women-centric extra-curricular and co-curricular activities such as movie screenings and plays, painting walls, and boards with pictures and biographies of women leaders to reinforce the positive notion of women's empowerment is undertaken.

A dedicated Counselling room and a qualified counsellor are made available 24/7 for students and teachers for gender related issues within the campus.

The Institution promotes environmentally friendly and sustainable campus and hence energy conservation measures such as Solar energy, Biogas plant, and use of LED bulbs/ power efficient equipment's are installed.

Other than the curricular aspect, the institution involves students and teachers in environment committee which promotes solid, liquid and e- waste management.

Water conservation facilities such as Rain water harvesting, Borewell /Open well recharge, Construction of tanks and bunds and Maintenance of water bodies and distribution system are made available in the campus

Campus initiatives such as Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles,

Pedestrian Friendly pathways, ban on use of Plastic and landscaping with trees and plants are implemented in the campus.

Quality audits on environment and energy are conducted annually and certificates obtained.

The Institution has barrier free environment and necessary provisions are provided across the infrastructure.

Institutional has initiatives in providing an inclusive environment within the campus, overcome regional and national barriers and promote regional and national comradeship. Shared responsibilities and leadership among students help them to appreciate their diversity. National integration programs promoting tolerance and harmony are conducted.

Talks and seminars on national identities, constitutional obligations, constitutional rights, values, and responsibilities.

Tula's periodically organizes talks and seminars on national identities, constitutional obligations, constitutional rights, values, and responsibilities.

The Institution develops and monitors prescribed code of conduct for students, teachers, administrators and other staff

Best practices are developed, identified and put in place across all areas of the institutions. Saving Life through On Call Blood Donation during Crisis and Book Bank and distribution of text books for all students for entire duration of course without having to purchase the book are just two examples.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	TULAS INSTITUTE
Address	MEHRE KA GAON PO SELAQUI DHOOLKOT DEHRADUN
City	DEHRADUN
State	Uttarakhand
Pin	248011
Website	www.tulas.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Director	Sandip Vijay	0135-2699300	9411767811	0135-2699305	iqac@tulas.edu.in
IQAC / CIQA coordinator	Nishant Saxena	0135-2699309	9411945419	0135-2699444	academics@tulas.edu.in

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of establishment of the college	01-01-2006

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Uttarakhand	Sri Dev Suman Uttarakhand Vishwavidyalay	[View Document](#)
Uttarakhand	Uttrakhand Technical University	[View Document](#)

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
AICTE	[View Document](#)	15-06-2020	12	NA

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

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

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Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	MEHRE KA GAON PO SELAQUI DHOOLKOT DEHRADUN	Rural	10.33	25909

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BTech,Department Of Civil Engineering	48	JEE Mains or Intermediate percentage	English	60	15
UG	BTech,Department Of Computer Science And Engineering	48	JEE Mains or Intermediate Percentage	English	180	115
UG	BTech,Department Of Mechanical Engineering	48	JEE Mains or Intermediate Percentage	English	60	4
UG	BTech,Department Of Electronics And Communication Engineering	48	JEE Mains or Intermediate Percentage	English	30	2
UG	BTech,Department Of Electrical And Electronics Engineering	48	JEE Mains or Intermediate Percentage	English	30	2
UG	BCom,Graduate School Of Business	36	Intermediate Percentage	English	60	18

UG	BCA,Graduate School Of Business	36	Intermediate Percentage	English	60	44
UG	BBA,Graduate School Of Business	36	Intermediate Percentage	English	120	89
UG	BSc(Agriculture),Department Of Agriculture	48	Intermediate Percentage	English	120	48
UG	BA (Journalism),Department Of Mass Communication	36	Intermediate Percentage	English	60	10
PG	Mtech,Department Of Civil Engineering	24	GATE Score or B.Tech Percentage	English	18	7
PG	Mtech,Department Of Computer Science And Engineering	24	Gate Score or B.Tech Percentage	English	6	6
PG	Mtech,Department Of Mechanical Engineering	24	Gate Score or B.Tech Percentage	English	6	3
PG	MBA,Graduate School Of Business	24	Graduation Percentage	English	60	22
PG	MCA,Department Of Computer Applications	24	Graduation Percentage	English	30	24

Position Details of Faculty & Staff in the College

Teaching Faculty

	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				6				6				149
Recruited	6	0	0	6	5	1	0	6	89	54	0	143
Yet to Recruit				0				0				6

Non-Teaching Staff

	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				104
Recruited	82	22	0	104
Yet to Recruit				0

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Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				15
Recruited	14	1	0	15
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	6	0	0	5	1	0	8	2	0	22
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	81	51	0	132

Temporary Teachers									
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	69	193	0	19	281
	Female	31	28	0	7	66
	Others	0	0	0	0	0
PG	Male	26	17	0	0	43
	Female	11	8	0	0	19
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years		Year 1	Year 2	Year 3	Year 4
Programme		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	20	12	27	21
	Female	5	2	6	1
	Others	0	0	0	0
ST	Male	11	19	18	27
	Female	8	3	7	3
	Others	0	0	0	0
OBC	Male	121	84	81	72
	Female	26	20	20	5
	Others	0	0	0	0
General	Male	268	258	275	213
	Female	67	65	45	20
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		526	463	479	362

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Extended Profile

1 Program

1.1

Number of courses offered by the Institution across all programs during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
656	635	567	540	509

File Description	Document
Institutional data prescribed format	View Document

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
15	16	13	14	13

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1656	1689	1559	1428	1306

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
234	254	259	233	217

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File Description	Document
Institutional data in prescribed format	View Document

2.3

Number of outgoing / final year students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
495	420	393	327	356

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

Number of full time teachers year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
155	155	155	182	189

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
161	168	161	192	191

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 52

4.2

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
647.88	877.48	945.43	957.72	708.78

4.3

Number of Computers

Response: 521

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Tula's Institute ensures effective curriculum delivery by preparing its own academic calender based on the affiliating universities academic calendars. The academic calendar provides date of commencement of the academic session, duration of semester, period of CIE (Continuous Internal Evaluation), final semester examinations, result announcement dates and important events. The department allocates courses to teachers and committee prepares timetable.

Main Course Delivery Methods as per the course file:

The teachers prepare the course file consisting of instructional delivery plan, instructional materials and assessment items etc. The instructional plan and materials are prepared by the course owner according to course outcomes and competencies.

a. Lectures: Lectures are used to provide information, theories and equations of courses. Faculty prepares lecture notes from textbooks, open learning resources from NPTEL, OER-Common, Academic Earth etc. As a policy the teaching in class rooms are based on teachers' highlighting the main points for the given lecture through bullet points, using practical examples and summarizing the key points at the end of the lecture. Senior teachers as mentors help the young teachers in improving the teaching by attending the classes randomly to ensure that practices of classroom teaching are followed which includes inflections and eye contacts.

b. Class presentations: Presentations are given to illustrate ideas and concepts where graphical representation is needed. Slides are used for presentations. Minimum required slides are encouraged as best practice. The open learning resources help the faculty members to add flavor to presentation.

c. Lab experimental work: Laboratory helps demonstrating and verifying theory by experiments through interpretation of results. Effectively used to promote student reflection and understanding complexity in practical application of concepts. Labs have clearly defined learning outcomes. Virtual Lab in collaboration with IIT Roorkee helps the students to learn in depth practical aspects of each experiment. Additionally, our students contributed in development of Virtual Lab at IIT Roorkee.

2.Innovative Learning Practices:

a. Cross over Teaching: This is organized through industry visits and field trips. Teacher links instructional contents with experiences. Students take notes during these visits and trips and later discuss and share their experience to promote learning. The students sharing the best ideas in the classroom are duly recognized with a letter of appreciation.

b. Flip classrooms: Teacher encourages students to use tools and techniques for constructing knowledge, fill information gaps, make inferences and discuss in classrooms.

c. Teaching through Cloud Computing: Teachers provide classroom resources such as course outcomes, notes, videos, and assignments details on cloud storage, accessible by students remotely.

d. Online Resources (OR)/Open Educational Resources (OER): Online resources for self-learning, Employee Resource Planning(ERP) materials, NPTEL videos, Case Studies (Management Students) and Webinar are provided to students with remote access facility. OER helps faculty and students in teaching, learning and research materials.

3. Assessment Methods:

Formative Assessment is integrated to teaching and learning process. Teacher provides question banks. Based on formative assessment performance, additional classes are organized. As per university guidelines Internal assessments are conducted, evaluated and results are published.

File Description	Document
Link for Additional information	[View Document](#)

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

1. Preparation of Academic Plan:

The institute academic committee regulates the academic activities including the preparation of academic calendar. The committee is headed by the Director with Dean (Academics) and Head of the departments being members of the committee.

2. Academic Preview Progress:

During the start of every academic session, students are apprised of academic calendar through institute website, notice boards in departments. For 1st year batch, the academic calendar is circulated and explained during induction program.

A copy of the academic calendar is retained in all course files as well. At every fortnight, the plan versus the actuals against the academic progress is reviewed and appropriate steps are taken in case of any deviations. Adequate provisions are made for any unforeseen scenarios. Unforeseen scenarios are reviewed by the respective heads and appropriate changes to the lecture plan are made after discussion with progress review committee.

3. Monitoring and Implementation of Curriculum Delivery:

Lesson plan are made by the course instructor, based on the academic calendar of the institution and the

same is communicated to the students before the beginning of the course. Academic activities are conducted by the recommendations of HODs and after identifying the gaps due to prerequisite and industrial needs in the curriculum various corrective measures like Guest lectures, workshops, short term courses and in house lectures are planned. The activities such as workshops, seminars, field trips, industry visits, and projects are aligned as per the industry-academia needs.

Class timetable is made by the timetable coordinator and circulated to all the students through departmental notice boards.

The laboratory schedule with days and time is prepared by the concerned laboratory instructor along with details of the students list and batch, which are communicated to students as well as laboratory staff. The schedule is also displayed in the respective laboratory notice board.

Adequate days in the academic calendar are provisioned to ensure remedial and additional classes if and when the need arises during the semester period.

The course instructor provides the university syllabus, sample assignments, projects and sample question bank on the ERP.

4. Evaluation of Student Learning

The examination cell conducts and issues a circular at least ten days in advance asking the department to prepare two set of question papers, model solutions for the internal assessments as per scheduled dates and the same is notified to all concerned.

Continuous Internal Evaluation marks are compiled and circulated by the examination cell through respective departments and care is taken to adhere to academic calendar dates for result announcement.

File Description	Document
Link for Additional information	[View Document](#)

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 last five years

1. **Academic council/BoS of Affiliating university**
2. **Setting of question papers for UG/PG programs**
3. **Design and Development of Curriculum for Add on/ certificate/ Diploma Courses**
4. **Assessment /evaluation process of the affiliating University**

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document

1.2 Academic Flexibility

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

Response: 86.67

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

Response: 13

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 106

1.2.2.1 **How many Add on /Certificate programs are offered within the last 5 years.**

2020-21	2019-20	2018-19	2017-18	2016-17
14	08	08	30	46

File Description	Document
List of Add on /Certificate programs	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 80.81

1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1649	636	1042	1428	1306

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

1.3 Curriculum Enrichment

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

Response:

Crosscutting issues are inculcated for the students within the institution. Curriculum delivery is often implemented by designing activities to bring in concepts of professional ethics, gender, human values, environment and sustainability values. Inculcating students with attitude that humanity is part of the natural world and we depend on it for our wellbeing by respecting its limit and living in harmony.These moral values are incorporated to the students both via curriculum as well as extracurricular activities.

Institution integrates effective learning in areas such as human values and professional ethics through guest lectures & invited talks. Every year Institute conducts audit for energy, greenery, environment and sustainability. Guest speakers from local community are brought in to discuss on topics such environment and sustainability. Dynamic relationships between social, economic and environment issues are discussed.

Incorporating cross cutting issues such as human values in all courses such as social justice analysis of government, corporates and non-government agencies are incorporated.

Topics related to gender sensitivity is addressed by ensuring presence and participation of female students in various committees and events. Special programs are organized to ensure empowerment of female students and faculty members within the campus.

Campus as laboratory approach has been incorporated under the leadership of agriculture department where all the other department students are also involved in identifying and naming flora and fauna within the campus. Various posters and display boards related to save water, pollution reduction, awareness on ban on single use plastic , recycling are put up by students in the campus. Poster development activities

and seminars are assessed as part of internal assessments for relevant cross cutting topics such as environment and sustainability.

Various activities such as seminars, events and extracurricular activities as listed below are conducted by the institution on a periodic basis.

- Guest Lecture on Fundamental Rights .
- Program on Women Empowerment
- Program on Gender Based Discrimination and Female Security
- Training program on Self Defence for female students.
- Program on female life style and health
- Workshop on women health and Guidance
- Program on avoiding use of plastic
- National workshop on environmental issues
- Tree Plantation and Installation of Dustbin

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View Document

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 38.12

1.3.2.1 **Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
278	270	232	197	144

File Description	Document
Programme / Curriculum/ Syllabus of the courses	[View Document](#)
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	[View Document](#)
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	[View Document](#)

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

Response: 40.88

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

Response: 677

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	[View Document](#)

1.4 Feedback System

1.4.1 *Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni*

Response: A. All of the above

File Description	Document
Any additional information (Upload)	[View Document](#)
URL for stakeholder feedback report	[View Document](#)

1.4.2 Feedback process of the Institution may be classified as follows: Options:

1. **Feedback collected, analysed and action taken and feedback available on website**
2. **Feedback collected, analysed and action has been taken**
3. **Feedback collected and analysed**
4. **Feedback collected**
5. **Feedback not collected**

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Upload any additional information	[View Document](#)
URL for feedback report	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 48.57

2.1.1.1 **Number of students admitted year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
409	526	463	479	362

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

2020-21	2019-20	2018-19	2017-18	2016-17
900	975	996	894	834

File Description	Document
Institutional data in prescribed format	[View Document]()
Any additional information	[View Document]()

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 43.47

2.1.2.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
83	108	102	117	108

File Description	Document
Average percentage of seats filled against seats reserved	[View Document]()
Any additional information	[View Document]()

2.2 Catering to Student Diversity

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

Response:

Special Programmes:

Tula's Institute determinedly believes that every student deserves education according to one's capability and mental level of understanding. Hence, institute assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners.

Assessment of the students:

In the very beginning of the programme, the students are evaluated on the basis of their performance in the different entrance examinations conducted by external bodies. For Post-graduate students, along with the written examination, personal interviews are also conducted to gauge their level of knowledge. Similarly, in the commencement of each semester, teacher evaluates the students based on previous performances in different semester.

Role of Teachers/Mentors:

As a general practice, before the commencement of teaching of any course, the teachers/mentors ascertain students' background, subject stream, medium of education, dispositions, aptitude match for the current programme, aspirations, and areas of interest, their learning needs and skills. Moreover, each faculty during the class hours identifies the slow or advanced learners by formative assessment methods such as quiz or MCQ's.

Evaluation Process:

Eventually, using the results of first continuous internal evaluation process, learning levels of the students are identified. This evaluation process consists of written examination, open book test, group presentation, project, practical examination with viva, written assignment, surprise test and class performance.

Special programs for slow learners:

For the students from vernacular medium, special care is taken by conducting personal counselling sessions so that those students are able to cope up with the rest of the classmates. The same is also provided to the students who are introvert in nature based on the feedback from the faculty members. Thus, low learners take the advantage of tutorial classes conducted by the faculty for one-to-one interaction.

Moreover, faculty members conduct extra classes for slow learners after class hours as and when required. Also, the faculty mentors provide their mentees one to one counselling on improvement areas. Bridge course for lateral entry students too provided for the second-year students.

Special programs for Advanced learners:

Tula's Institute lay emphasis on special programs for advanced learners. These programmes are conducted so that the advanced learners are able to clear the National and State competitive examinations. Learning needs of advanced student are further fulfilled by activities such as free GATE coaching, NPTEL Online Certification Course, Open Educational Resources (OER), MOOCs, etc.

They are also encouraged to attend various short-term courses conducted by the institute and other external coaching. Advanced learners also attend various workshops, seminars and symposiums to keep themselves updated on various advancements. The co-curricular clubs of various departments of the Institute conducts special workshops to improve the hands-on skills of the students.

File Description	Document
Past link for additional Information	[View Document](#)

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

Response: 11:1

File Description	Document
Any additional information	[View Document](#)

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

Response:

Amalgamation of Traditional and Innovative Teaching

Major objective of Tula's Institute is to excel in teaching and learning. Vision and Mission is closely aligned to ensure high standards over period of time. Various engagements and activities are conducted across various stake holders to bring in the best practices in teaching and learning. Regular Short term courses are conducted in campus by experts and at time academic members are encouraged to attend conferences and Short term courses related to teaching and learning.

Tula's Institute believes in harnessing strengths of traditional approach with innovative and new methods. The transformation towards outcome-based education has provided a major opportunity to align learning as a student centric engagement.

Bloom's taxonomy is adopted for teaching learning activities. Content is developed by university and instructional delivery is closely aligned to levels of blooms identified in the course outcome by institution. Assessments are also aligned for learning strategies. Assessment Task (AT) is developed to assess how well student has achieved the learning outcomes. Assessment plan evaluates students achieving goals specified in the expected learning outcomes.

Student Centric Methods for Student Involvement

1. Participative Learning or Group Learning: The group members who are less skilled learn from higher skilled member by peer interaction in the context of a common goal. The ones who are more skilled get better clarity when they explain to other members. Positive interdependence and social skills are added advantage gained as part of this method of learning. Hence these two methods of learning are practiced during course delivery.

2. Flip learning: In this method lower blooms levels such as information gathering and remembering and understanding concepts are done by students at home or outside the class before coming into class, while the higher blooms levels such as applying and analysing are done at the class level under the guidance of the Mentors. This helps in enhanced learning. Before class, information exposure is done through videos on LMS, NPTEL/SWAYAM/MooCs, Lecture materials on LMS.

3. Problem-based learning: Presenting concepts and information to students for solving a problem and then ensure guided discovery. This approach is more interesting to the students and ensures better engagement from students resulting in better learning. Problem solving is also practised in the classes with the help of Case studies and Group Discussion sessions to develop analytical skills among the students undergoing various Professional Courses. This is done in active learning mode.

4. Experiential Learning: Aim of laboratory course is to help and inspire students to appreciate the underlying themes of the experimental aspects. The main goal is to develop, in students, the ability to think and experiment with their hands. In addition, this laboratory course aims towards better the understanding of safety standards, to improve the skill of communicating experimental results, to improve the quality of analysis and enquiry and to kindle the spirit of discovery, in students. Field work and industrial visits are organised as part of the curriculum to enrich the students experience in learning.

File Description	Document
Link for additional information	[View Document](#)

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

Practice of ICT Tools: Teachers of Tula's practice ICT enabled tools for collection, storage, transfer and quick access to qualify effective teaching learning process, both in delivery of content and for formative assessments such as quiz and short answers.

Resourceful Infrastructure: Infrastructural access to the resources such as hardware, software, networking, data storage and transmission needed by the educators are made available by the institution. Adequate computers as per legislative norms are provided within the campus in laboratories, library and

reading rooms.

Cyberspace Facility: Institution has identified the significance of internet bandwidth as fundamental to the remote access of online and remote delivery of teaching learning resources and hence, two major merchants Reliance Jio with 155 mbps and BSNL with 50 mbps are contracted to ensure business continuity. Overall, adequate capacity of 205 mbps bandwidth is made available for the students and teachers across campus including hostels.

Lesson Plan: The Lesson plan clearly mentions the delivery mode for each lesson. Therefore, in Tula's various types of modes are adopted to deliver the lectures based on the teacher's choice such as power point presentation, video presentation, audio, NPTEL videos and so on.

Digital Learning Resources

Digital Library: Digital books via CD's, DVD's and online digital libraries which are critical resources to ICT are procured by the institution's library and some of these are provided as reference books and additional learning materials for courses as part of the instructional design along with university recommendations.

Video Lectures: Teachers of Tula's are encouraged to record their ongoing class lectures and to upload them on the institution's IT infrastructure. The access of the lectures is provided to the students, which helps those students who were unable to attend the class due to health or other circumstances. Moreover, educators are encouraged to create videos for lesson specific content during their non-class hours and upload the same.

PPTs: Teachers of Tula's create Power Point Presentations for at least twenty percent of the lesson delivery and these PPT's are made available to the students in the Institution's Learning Management Solution.

NPTEL/MOOCs/OER : Tula's Institute strongly promotes NPTEL/ MOOCs/OER classes and its content. Lesson specific content is identified by the teacher and is circulated among the students. This also promotes innovative teaching learning in classrooms such as flip class, where students come prepared with questions and activities after going through the open educational resources videos in advance.

Miscellaneous Study Material: Access to notes and question banks are provided by the teachers on the ICT infrastructure (ERP) for students to access remotely anytime and anywhere. Conference facilities to attend virtual remote learning sessions, smart boards, projectors are also provided in the lecture halls. Teachers frequently undergo trainings on effective usage of various ICT tools.

ICT has helped institution to adopt outcome-based education by shifting away from teacher centric to student centric teaching learning methods in transcending time and space.

File Description	Document
Upload any additional information	[View Document](#)
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	[View Document](#)

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

Response: 14:1

2.3.3.1 Number of mentors

Response: 117

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	[View Document](#)
mentor/mentee ratio	[View Document](#)
Circulars pertaining to assigning mentors to mentees	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 95.71

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	[View Document](#)
List of the faculty members authenticated by the Head of HEI	[View Document](#)
Any additional information	[View Document](#)

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 11.53

2.4.2.1 **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
28	23	19	15	08

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	View Document
Any additional information	View Document

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

Response: 2.89

2.4.3.1 **Total experience of full-time teachers**

Response: 448

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	View Document

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

Academic Calendar:

Being affiliated to Uttarakhand Technical University (UTU), Tula's Institute strictly follows the norms laid down by the university. Based on the university academic calendar and the academic calendar of the institution, the dates of internal assessment and exams is circulated among the teachers and students in the beginning of the session. In respect to that, an examination committee is also constituted to coordinate and conduct the internal and external examination activities.

Notification:

Mechanism of internal assessment is transparent and dynamic in terms of frequency and mode. Dates of the internal assessment is displayed on the notice board in each department, classrooms, laboratories and library. Any changes in the evaluation are also discussed with all the stakeholders and communicated to the

students in the class and same is displayed on the notice boards.

Syllabus:

Syllabus for internal assessment is communicated to the teachers and the students well in advance. Sample Question papers are also discussed in the class by the teachers and are made available to the students both in library as well as in the Learning Management Solution.

Question Papers:

At least two question papers are prepared by the teacher of each course to ensure secrecy and transparency. Teachers have to ensure that majority of the questions are not repeated from previous years. Also, new assessments items to the extent of ten percent are added every year to the database of assessment items.

Assessments:

Assessment instruments are designed as per outcome-based education structure. Each assessment item and its pattern are mapped to course outcomes and Bloom's level. Choices if any, of the test items are provided within the same course outcomes. This structure is correspondingly discussed with the students and the teachers.

Different schemes are provided for theory, practicals, projects, seminars and assignments. Care is taken to align the assessment with learning outcomes such as PO, PSO and CO. Students are advised not to select previous year's projects while teacher ensures that same project is not repeated across groups.

Process:

Process and instructions for the evaluation of internal exams are provided to all the students and teachers by the examination cell after the approval from the Dean Academics and Director. Model Answers and Marking scheme are provided to each teacher. Evaluation is done by the teacher within two weeks. To do the quality check, random answer sheets are moderated by senior teachers. Continuous assessment report for all the lab courses is displayed in respective laboratories periodically. After evaluation, marks are displayed as per dates mentioned in the academic calendar.

Feedback:

Teachers provide feedback to the students on the evaluated results immediately and appropriate follow up actions such as remedial and additional classes are provided. Students are also encouraged to give feedback on the Internal assessment methods during the course end feedback. Analysis of feedback thus obtained are considered for subsequent improvements. Henceforth, the result analysis is conducted, and the performance is discussed within the department.

File Description	Document
Link for additional information	[View Document](#)

10-03-2022 04:26:26

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

Response:

Examination grievances of students related to late application form filing, non-receipt of admit card of examinations or wrong entries in the admit card are communicated to University Examination cell with the assistance of the examination cell of the institution.

Grievances related to out of syllabus questions and question paper errors are taken up by the examination cell of the institution and a grievance is raised with the university examination grievance cell. The institution takes urgent initiative for resolving group grievances, if any, regarding university assessment and evaluation. Evaluation of Semester End Theory Exam answer sheets is conducted by the university as per marking scheme conveyed to the students. Subsequently, university informs the institution and students the results of the examinations. The results are displayed in the notice board of the institution and on the university website.

Any grievances related to the exam is sent to the university liaison officer who deals with the institute. The grievance is registered in logbook maintained at the university. Students can request for photocopy of the answer scripts. The photocopy of answer script shall be mailed to the student by university. After going through answer papers student can apply for revaluation. The institution ensures that examination related grievances are sorted out in a proper manner by coordinating with university. Students also have right to challenge the evaluation of answer books.

Evaluation of Internal Assessment answer sheets is based on marking scheme decided in advance by the respective department. Answer sheets are provided to students after completion of moderation and evaluation, for verification of marks. Any student grievances are addressed transparently by the teacher by re-evaluating jointly with the students on a time bound manner within one week. If the student is unsatisfied with the re-evaluation, she or he can approach the Head of Department or through grievance redressal portal on institution website. Further, student is also given option to approach the director, if the response is unsatisfactory.

Random quality checks of moderation and evaluation is conducted by the Head of the department to ensure consistency in the internal assessment process. All records and data bank of attendance is maintained in examination cell and course outcome wise details of student performance is also kept in respective course files for academic monitoring and audit.

Procedure for Submission of Application for Supply of Photocopy (ies) of Assessed Answer Book(s):

1. The student who has grievances fills the Application form and signs it.

2. The candidate shall submit their application forms along with the requisite fees to the Registrar of the institution who forwards the same to concerned person in the University.

For laboratory courses, student must submit lab record as per the timeline. Students performance is assessed for every experiment. The practical approach to real-time applications is tested by viva-voce. The marks scored by student for each experiment is recorded. Any grievances related to laboratory exams are raised to the examination cell.

File Description	Document
Link for additional information	<u>View Document</u>

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.

Response:

Outcome based education:

Tula's Institute has adopted outcome-based education as per the guidelines of UGC and AICTE for both professional education programmes and general programmes . Learning outcomes are specific, measurable, achievable and defined as per revised Anderson-Bloom's Taxonomy.

POs, COs & PSOs:

Programme and course outcomes for all programmes offered by the institution are stated, displayed on website and communicated to the teachers and the students of Tula's Institute. Institute has formulated the program specific outcomes based on the program educational objectives, departmental vision and mission, and through an elaborate workshop conducted by the IQAC and academic committee.

Since Sri Dev Suman University to which the professional education programs are affiliated to, has not yet formulated the Programme outcomes and programme specific outcomes, thus, departments of the Tula's Institute along with the consultation of IQAC, academic committee and external experts have formulated the learning outcomes by conducting workshops within the institute.

Briefing of POs:

PO's are communicated to new students during the induction programmes conducted by the institution; in classrooms for existing students during beginning of academic session; through the yearly student handbook; by uploading to institutional / departmental websites; departmental notice boards; laboratory notice boards and departmental organized seminars.

Moreover, IQAC conducts periodic awareness programs on programme outcomes and program specific outcomes for the teachers and the lab assistants. External consultants are invited to institution for conducting awareness sessions, some of which were under the university sponsored initiatives such as TEQIP. In addition to this, all the key stakeholders of the institution are made familiar with the program outcomes through periodic teacher meetings, departmental meetings, department - industry engagements and parent teacher interaction telephonically.

Formulation of COs:

Course outcomes are formulated by the institution for undergraduate, postgraduate AICTE programs and

general higher education programs. Whereas the teachers of the Tula's who are on the Board of Studies (BoS) of the university have made recommendations to the university for speedy implementation of the course outcomes formulated by the institution after discussion. Thus, the University has appointed our faculty members for coordination and revision of syllabus and the development of COs across the University Colleges. Hence, the teachers of the respective departments and programs, under the guidance of academic committee and IQAC conduct regular workshops on framing and reviewing course outcomes.

Acquaintance of COs with the students:

Teachers of Tula's are delegated to discuss the alignment of syllabus and assessments in respect to course outcomes with the students. Teachers also communicate the mapping of the course outcomes with the programme outcomes for students to understand the worth of the course. Course outcomes of laboratory courses are published in the respective laboratory, in the Lab Manual/Student Lab record. Course outcomes are mentioned in all course files as well.

Feedback Questionnaire:

Stakeholder's feedback questionnaire is provided to the students having specific questions on course outcomes, programme outcomes and program specific outcomes so as to bring in the improvement.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	View Document

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

Response:

Calculation of Outcomes:

Tula's Institute has evolved its tools and practice of attainment calculation of learning outcomes based on outcome-based education and revised Bloom's Taxonomy during the duration of last few years based on experience, recommendations of experts and best practices of leading academic institutions. University has also put forth COs for all the courses from last year and same has been adopted since then.

Dimension of Outcomes:

Program outcomes and Program specific outcomes are measured by both direct and indirect method. Direct method includes all summative assessments scores of students such as Semester End Exams and Internal Assessments. Indirect method includes feedback provided by the students. Since the university has not yet adopted outcome-based assessments fully, the scores of semester end exams are considered as an average performance of the student based on the parameters assigned to marks.

Outcome based Assessments:

All the internal assessments items are aligned to the outcome-based education curriculum, delivery and content. Each internal assessment item is mapped to a particular course outcome and according to revised Anderson-Bloom's levels. The performance of the student with respect to each assessment item is captured. Then, the combined performance of the class for all assessment items of a specific course item is separately tabulated and compared.

Reviewing the Under-performing and Over-performing Outcomes:

The under-performing course outcomes are reviewed for improvements under multiple teaching learning parameters such as content delivery, instructional design, alignment of assessment, teacher readiness, additional classes, remedial classes and student capabilities. The loop is closed by adopting appropriate action in the management and ensuring better results in succeeding sessions.

The over performing course outcomes are reviewed for enhancing their quality to higher level of learning such as adopting next levels of Bloom's Taxonomy for both instructional delivery and assessment items. This process is repeated for every session for optimum performance and excellence of teaching learning.

Mapping:

All the computed results of the course outcomes are mapped against the program outcomes and program specific outcomes. Indirect scores for attainment are taken as the average survey rating against each program outcome and program specific outcomes. The computed scores of indirect methods are calculated along with scores of direct methods with a predetermined weightage of 20% for indirect and 80% to direct methods.

Program Outcome / Program Specific Outcome Attainment (%) = (weight age: 80%) x (Average attainment in direct method) + (weightage: 20%) x (Average attainment in indirect method).

Analysis of Outcomes:

The program outcomes are reviewed and analysed by all the course instructors aligned to the respective program outcomes. Appropriate action such as: addition or deletion of the course; improvement in the course instructional design; alignment of the outcome-based parameters such as increase or decrease of Bloom's Level in assessment items; value added courses are all considered by the academic committee and department teachers. Thus, the changes are implemented for the subsequent program sessions.

File Description	Document
Paste link for Additional information	[View Document](#)

2.6.3 Average pass percentage of Students during last five years

Response: 95.08

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

2020-21	2019-20	2018-19	2017-18	2016-17
495	382	372	312	0336

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

2020-21	2019-20	2018-19	2017-18	2016-17
495	420	393	327	356

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.49

File Description	Document
Upload database of all currently enrolled students (Data Template)	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 111.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
38.51	61.45	11.44	0	0

File Description	Document
List of endowments / projects with details of grants	[View Document](#)
e-copies of the grant award letters for sponsored research projects / endowments	[View Document](#)

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 4.52

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

Response: 7

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	11	2	2	0

3.1.3.2 Number of departments offering academic programes

2020-21	2019-20	2018-19	2017-18	2016-17
2	4	2	1	9

File Description	Document
Supporting document from Funding Agency	[View Document](#)
List of research projects and funding details	[View Document](#)
Paste link to funding agency website	[View Document](#)

3.2 Innovation Ecosystem

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

Response:

Institution has established Innovation ecosystem which includes Incubation Centre , start-up Uttarakhand, Innovation expo, Entrepreneurs Forum, and partnerships and collaboration with other leading institution associated with innovation and entrepreneurship for creation and transfer of knowledge.

A research committee is formed and the committee meets at least once every semester to plan future activities and review past achievements.

Institute has signed MOUs with start-up Uttarakhand and ATAL incubation center to provide facilities and information on entrepreneurship to the student and faculty members. Activities such as guest talks, participation in state sponsored events are conducted regularly under incubation centre. The incubation centre is also registered under MSME, GOI.

Over 300 students of the institution participated in the start-up india project organised by the Government.

An MoU has been signed by the institute with Atal incubation centre where students have participated in events related to entrepreneurship and innovation are conducted.

A faculty member from ECE Department from institute **Ms.Swati Joshi has developed "woman pain relief machine"** which was appreciated by the Hon'ble Prime Minister Mr. Narendra Modi during

interaction of selected startups from whole state . Students are also encouraged to participate in expos and competitions across the country with the prototype developed by them, which inturn earned them recognitions.

Periodic events and seminars related to Intellectual Property Rights are organized by the institution to provide knowledge required for innovation and research. Research Center develops students for Entrepreneurship & Start -up activities by providing guidance on their ideas ,project preparation, financial assistance, market survey and marketing of product. Entrepreneurship awareness workshops are organized.

Interdisciplinary projects are promoted by the institution, especially for participation in external events related to innovative competitions. Agriculture department students participated in Startup Bootcamp organized by Ministry of Industries, Government of Uttarakhand program which promotes ideas and innovations related to agriculture issues of Uttarakhand.

Sekho aur Kamao: 4-Week Workshop on Organic Mushroom Cultivation was conducted by the department of agriculture and forestry for students interested in entrepreneurship.

Student innovations are showcased in common areas of the institutions which encourages and promotes the spirits of innovation. Inter-collegiate events like Sanskriti & Utkrisht are organised annually where students from other institution are encouraged to participate and showcase their achievements.

File Description	Document
Paste link for additional information	[View Document](#)

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

Response: 13

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	4	1	2	3

File Description	Document
Report of the event	[View Document](#)
List of workshops/seminars during last 5 years	[View Document](#)

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 4

3.3.1.1 **How many Ph.Ds registered per eligible teacher within last five years**

Response: 32

3.3.1.2 **Number of teachers recognized as guides during the last five years**

Response: 8

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	[View Document](#)
Any additional information	[View Document](#)
URL to the research page on HEI website	[View Document](#)

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 0.58

3.3.2.1 **Number of research papers in the Journals notified on UGC website during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
32	26	25	4	10

File Description	Document
List of research papers by title, author, department, name and year of publication	[View Document](#)
Any additional information	[View Document](#)

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

Response: 0.34

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 last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
24	5	12	2	14

File Description	Document
List books and chapters edited volumes/ books published	[View Document](#)
Any additional information	[View Document](#)

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 last five years.

Response:

Neighbourhood Programs: Tula's Institute focuses on imparting Value Education to the students. In this regard, extension activities are carried out in the neighbourhood community; sensitizing students to social issues for their holistic development, and impact thereof during the last five years. Institution's management, teachers and students have been very active in extending education on the social issues and cheering development in its neighbourhood. An extension committee is also formed in the institution which promotes these activities throughout every year. Through several clubs and institutional platforms, the committee conducts activities for the neighbourhood within the institution and also outside in the neighbourhood.

Value Education: Holistic development of students which includes national values, international exposure, social and interpersonal skills, environmental values, communal justice, leadership qualities, teamwork, strategic communiqué, ethical values, use of tools and technology are aligned along with the academic objectives through various extension activities conducted by the institution. Institution identifies that the program outcomes like teamwork, communication, ethics, environment sustainability and leadership can be promoted among students by these extension activities.

Collaboration: Institution has officially adopted Sherpur and Dhoolkot village for Awareness of Government programs and schemes for the benefit of the people and gram panchayat and other social activities as part of CSR activities of the institute, this was done after seeking their willingness for conducting various campaigns for the advancement of the village. Distribution of food and clothes to the poor sections of the adopted village is conducted by Tula's Management and books donation drive to the poor students is conducted by the students from time to time.

Voluntary Social Activities: Students also demeanours cleanliness activities under Swatch Bharath Abhiyan, AIDS awareness, tree plantation and environmental awareness campaigns in the adopted village which attributes to understand the impact of professional solutions in societal and environmental contexts by the students.

Social Responsibility Campaigns: By conducting awareness camps such as AIDS awareness, Environmental awareness in both the neighbourhood as well as in the adopted village, students get an opportunity to communicate efficiently with society at large by designing posters and making effective presentations on social matters. The Agriculture department of the institution extends its knowledge, where it organizes training on modern practices, knowledge sharing on productivity and organic farming techniques.

Ethics: Ventures such as volunteering for natural disasters during Kedarnath floods and Kashmir floods, students imbibe ethics and responsibilities in society and in themselves.

General Awareness: Additionally, institution conducts promotion of *Ahimsa* during Mahavir Jayanti, World water day, painting competition for students on Environmental day, Awareness camp on Constitutional rights on Voter's day, Self-defence workshops for girl students and teachers during Women's day, Sensitization workshop on drug abuse on Drug free day, Participation in Marathon "Run for Uttarakhand", Free eye camps for villages, International Yoga Day, Plastic free awareness campaigns and many more. Eventually, these all activities endorse the holistic development of the students.

File Description	Document
Paste link for additional information	[View Document](#)

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 20

3.4.2.1 **Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
2	7	3	4	4

File Description	Document
Number of awards for extension activities in last 5 year	[View Document](#)
e-copy of the award letters	[View Document](#)

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 38

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

2020-21	2019-20	2018-19	2017-18	2016-17
10	18	5	3	2

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 48.29

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 last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
897	1442	582	453	429

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 171

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

2020-21	2019-20	2018-19	2017-18	2016-17
29	37	46	37	22

File Description	Document
e-copies of related Document	
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 43

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	11	9	8	10

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	

Criterion 4 - 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.

Response:

Institution has a well-developed campus of around 10.33 acres. It is equipped with facilities and learning resources to accomplish academic excellence to attain its vision and strategic objectives. The Institute augments its infrastructure to promote a good teaching learning environment. The institute continuously upgrades and improves its physical infrastructure to meet the needs of changing time.

Recently the bandwidth has been increased to 205 Mbps, new recording and audio video studio has been prepared to help faculty members create online contents, ERP version has been upgraded, smart classrooms are being developed in a planned manner.

The institute has adequate classrooms to meet the need of the various programs being run. Presently 42 lecture rooms, 8 tutorial rooms, all fitted with LCD projectors and wi-fi connectivity for the use of ICT during teaching.

To meet the needs of practical and hands on training as per the curriculum 32 laboratories have been established under various departments. The institute also has a tie up with IIT Roorkee for the Virtual Labs which are benefiting the students as this have been made part of the curriculum.

The institute also has a centralized workshop, computer centre with 521 computer systems, a language lab with 30 computer systems which are open for extended hours enabling the students to take advantage beyond the class teaching hours.

The institute has a central library well stacked with over 50,000 volumes. The institute has a book bank facility where text books of all subjects are given to the students for the full semester helping them in their studies. A separate reference library is also maintained for use by students. The library and reference section is available for extended hours.

To help the students in holistic development 02 seminar halls and a state of the art auditorium is available for group discussions, guest lectures, different cultural and academic activities from time to time.

The institute has 24*7 reliable power backup of 320KVA, 250 KVA and 125 KVA by means of three noise and pollution free generators. The institute also has UPS in all the computer labs and seminar halls.

File Description	Document
Paste link for additional information	[View Document](#)

4.1.2 The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor),

gymnasium, yoga centre etc.

Response:

Multidimensional Education:

Tula's Institute firmly believes that education is multidimensional. It has adequate amenities for cultural activities, sports, games (indoor/outdoor), gymnasium, yoga etc. Physical activity, fitness and sports play a big role in the life of students. Sports bring students together; healthy body promotes healthy mind and helps to develop competitive and team spirit among students. Extra curricular activities also help in achieving program outcomes such as teamwork, leadership and communication.

Indoor/Outdoor Facilities:

Institute has both indoor and outdoor sports and games facilities. There are two sports complexes viz. Tendulkar Pavillion and G G Garg Stadium, for athletics, Football, Cricket, and hockey.

Institute also has facilities for Handball, basket-ball, Volley ball, lawn tennis and Badminton. Institute also has indoor sports facilities for Table-Tennis, chess, carom, Squash, Shooting range and snooker room.

The institute has well equipped gymnasium with the qualified instructor.

The institute sports facilities have been used for organizing inter collegiate events by the students as per the activity calendar. The Institute facilitates are also utilize by the affiliating university for its inter college events, besides other sports bodies from Dehradun.

The benefit of the infrastructure has been that our students are selected to represent the affilaiting University in the inter university events, State and National level competitions. The institute motivates such students by way of financial support for their expenses during the event. Students and teams who win these competitions are felicitated during the annual event with medals and certificates.

Cultural Activities – Enhancing the Social Skills of Learners

Cultural Activities:

Tula's Institute has a student body 'VIBGYOR' which organizes and promotes cultural activities through various clubs formed under it such as: "Sargam" for singing, "Footloose" for Dance, "Expresso" for open mic and public speaking, "Manchan" for NukkadNatak, "Meraki" for Art and Painting, "Capture" for photography. The institute through these clubs organises many cultural competitions like dance, song (group and solo), writing, debate, poster making, painting etc every year during different occasions and the winners are felicitated in the annual function celebration. It also organises the magnificent annual inter college festival of Tula's i.e. "Sanskriti".

Auditorium:

Auditorium is a spacious multi-use concert hall with wonderful acoustics with a warm and welcoming ambience. It is a perfect venue for non-academic events such as music, dance and theatre performances. The Auditorium has a seating capacity of 500+ people and is centrally air-conditioned. It contains state-of-

the-art lighting and a full range of audio-visual equipment.

Significant Days:

Students participate and demonstrate their talents on days of National importance like Republic Day and Independence Day. Distinguished personalities and motivational speakers are also invited to convey the importance of the day to the apprentices. Students from different states of India and countries from where they come from organize different ethnic cultural events during their national and state festival days.

The institute provides adequate budgetary support for sports and cultural activities.

File Description	Document
Upload any additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. *(Data for the latest completed academic year)*

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 52

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 39.03

4.1.4.1 **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
29.18	386.62	268.98	465.32	492.87

10-03-2022 04:26:33

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	[View Document](#)
Upload audited utilization statements	[View Document](#)

4.2 Library as a Learning Resource

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

Response:

Tula's Bibliotheca:

The Library of Tula's Institute is well-managed and acts as the knowledge hub of the entire institute with an infrastructure of 448 sq mt built up area. It has a rich and comprehensively high quality of information and resources in the field of Engineering, Management and Agriculture. It serves as a creative and innovative partner in supporting the teaching, learning and research activities of the Institute.

Library Collection:

With over 50000 volumes library is a veritable powerhouse of knowledge. It provides a vast and constantly updated resource to all students to ensure their overall development. Tula's believe that it is the brain of the institution and acts as a center of knowledge for all disciplines. Tula's library has well experienced librarian , assistant librarians and library attendants. They attend workshops/seminars for exchange of ideas and knowledge enhancement.

The Institute has a separate reference library meeting the needs of the respective departments.

Tula's library has its own Vision and Mission statement. It visualizes **"To empower, encourage, inspire and excel being the fountain head of teaching-learning resources for the academic and student community"**.

The vision and mission are displayed in the library. Library conducts annual events such as Library Day where its vision and mission are disseminated to new students.

Digital library:

Digital library has e-books and e-journals available 24*7, whereby students can access the material and books anytime from anywhere.

E-books: 5856 e-books have been provided by EBSCO, KOPYKITAB,DELNET & NDLI.

E-Journals: 1994 e-journals available by EBSCO, PROQUEST & IESTC.

NPTEL & Open Educational Resources (OER):

The NPTEL, video-based teaching material by the IIT and Technical Teacher Training Institutes (TTTI), is also available in the library. This keeps students and faculties abreast with new technologies and provides them with better understanding.

Library Committee:

Institute has a library committee headed by the registrar, having members from different departments and one member from the student council. Meetings are conducted bi-annual and minutes of meeting are recorded and circulated as well. The recommendations provided by the library committee are then shared with the management for further action.

Library is automated using Integrated Library Management System (ILMS)

The institute has automated library using LibSys software which is upgraded from time to time. The following are the versions utilized during last 5 years.

Sl. No	Name of ILMS	Nature of Automation (Full or Partial)	Version	Year of Automation	
1	LibsysLSEase	Fully	Webcentric	2020-21	
2	LibsysLSEase	Fully	Webcentric	2019-20	
3	LibsysLSEase	Fully	5.7.2	2018-19	
4	LibsysLSEase	Fully	5.7.2	2017-18	
5	LibsysLSEase	Fully	5.7.2	2016-17	

All students of institute are entitled to become library members. Registered members have issued a bar-coded library membership/identity card, it is mandatory to produce their valid library membership card when borrowing books.

File Description	Document	
Paste link for Additional Information	[View Document](#)	

4.2.2 The institution has subscription for the following e-resources

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases
6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 6.8

4.2.3.1 **Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
2.99	10.67	7.03	7.59	5.72

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	
Audited statements of accounts	

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

Response: 19.05

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

Response: 345

File Description	Document
Details of library usage by teachers and students	

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Institution recognizes that information technology infrastructure is a critical component of latest instruction delivery and assessment methods practiced by institution. Institution has state of art six computer labs, having 521 terminals connected to institute server and having LAN connectivity with 205 Mbps. All administrative departments are also equipped with computers, printers and scanners. A well-equipped English language lab is also provisioned with updated software and hardware. The research and innovation cell is provided with required IT infrastructure.

Tula's Institute provides both wired and wireless infrastructure to provide access to educational content. Both computers and personal computing devices are permitted within the campus for accessing online and to access online educational content.

Students keep in touch with faculty members both on and off campus using IT infrastructure. Remote learning eco- system is enabled within the campus. ERP is enabled for teaching learning purpose.

Faculty members and students use IT facilities such as graphic tablets, wi-fi enabled printers and scanners to generate teaching learning content. A recording facility with IT infrastructure is available for faculty members to generate digital content. Licensed software's are installed on all computers and laptops used within the campus. Periodic training is provided to faculty members on upgraded and updated IT infrastructure for optimum usage. Non-academic staff are also trained on the usage of IT facilities.

Students and faculty members have access to internet services through Wi-Fi and high-speed internet gateway. Tula's institution ensures that latest available bandwidth services are provided. A high speed internet gateway of 155 Mbps and 50 Mbps from different service providers viz. JIO and BSNL are made available in the campus, giving a combined bandwidth of 205 Mbps. Two separate service providers ensure business continuity to students learning, faculty members and administrative staff.

Facilities like video conferencing with stake holders and online interviews with employers are also enabled through this infrastructure.

To ensure frequent updates, an experienced support team is put in place by institution. Annual Maintenance Contracts are put in place for periodic maintenance requirement of IT infrastructure.

An IT/ infrastructure committee headed by the registrar is setup by the institution. The committee meets once in a semester to review the academic requirements such as upgradation, replacement, maintenance of existing infrastructure and procurement of additional infrastructure based on request from academic committee and norms of statutory bodies.

Adequate budget is provided to meet the needs of upgradation every year. Based on this, a budget is created every academic year and provided to institution management.

Tula's IT team has implemented remote management services and group policy for its users. The IT monitors uptime of institution's website time to time. Online payment gateway is enabled for student fee payment.

The institution has well maintained cyber security system(from Sophos). The stakeholders are informed periodically about the do's and don'ts of cyber practices.

File Description	Document
Paste link for additional information	[View Document](#)

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

Response: 3:1

File Description	Document
Student – computer ratio	[View Document](#)

4.3.3 Bandwidth of internet connection in the Institution

Response: A. ?50 MBPS

File Description	Document
Upload any additional Information	[View Document](#)
Details of available bandwidth of internet connection in the Institution	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 8.91

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

2020-21	2019-20	2018-19	2017-18	2016-17
35.92	122.90	101.16	86.78	37.19

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	[View Document](#)
Audited statements of accounts	[View Document](#)

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.

Response:

Institution has well framed systems and procedures. Committees are formed for various functions of the institution such as infrastructure committee, library committee, academic committee, finance committee, environment committee etc. These committees meet once in every semester and frame necessary systems and procedures.

The committee submits its infrastructural requirement to registrar and management of the institution. The registrar and management fulfill the requirement as per the budget plans and provisions.

Institution has put in place systematic procedure for the purchase and maintenance of the physical and academic facilities. The evaluation of the request and approval process are monitored by the office of the registrar.

Institution plans and ensures optimal utilization of its resources such as conference rooms, seminar halls, classrooms, computers, projectors and sports facilities among students and teachers of the institution.

Request for the facilities are raised by required teachers for common facilities such as conference rooms and auditoriums as per the laid down procedure to the administration and the request are serviced by priority or first cum first basis.

Institution has entered 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 and Photo Copier. Fire extinguishers have been installed at identified locations with annual maintenance contract. Gardening and cafeteria are also maintained by dedicated resources of the institution.

Laboratories are planned as per student intake and AICTE requirements. Periodic review is undertaken at the departmental level. Inventory is maintained by the department and Stock registers, asset registers, log books are updated by lab in charge. The institution has on roll required qualified staff such as Technical Assistants, Lab Assistants and Lab Attendants to upkeep various labs. The condemned/obsolete items are discarded by procedure.

Similarly, the sports facilities such as multi utility sports ground used for cricket and football are requested by students as per the requisition and serviced by administration of the institution according to priority Institution gives highest priority to hygiene and cleanliness. Appropriate in - house staff is employed to meticulously ensure standards. Washrooms are adequately provisioned in each block and cleaned twice a day. Dustbins are placed in every floor and block of the institution.

Proper pest management maintenance contracts are put in place to minimize the problems caused by pest. Every fortnight application of repellents is done within the campus by the agency.

Day to Day repairs, such as replacing light bulbs, water leakages - leaking water pipes, cleaning blocked drains, and other minor repairs that necessitate day to day maintenance checks are taken care of by the in-house staff of the institution.

File Description	Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 10.04

5.1.1.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
122	171	230	97	146

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	[View Document](#)
Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)	[View Document](#)

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 4.46

5.1.2.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
77	86	80	83	21

File Description	Document
Upload any additional information	<u>View Document</u>
Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)	<u>View Document</u>

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Response: A. All of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	<u>View Document</u>
Any additional information	<u>View Document</u>
Link to Institutional website	<u>View Document</u>

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 51.74

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

2020-21	2019-20	2018-19	2017-18	2016-17
83	1580	1112	542	664

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	<u>View Document</u>

5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances

including sexual harassment and ragging cases

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

Response: A. All of the above

File Description	Document
Upload any additional information	[View Document](#)
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	[View Document](#)
Details of student grievances including sexual harassment and ragging cases	[View Document](#)

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 36.53

5.2.1.1 **Number of outgoing students placed year - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
120	144	166	130	150

File Description	Document
Self attested list of students placed	[View Document](#)
Details of student placement during the last five years (Data Template)	[View Document](#)

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 12.12

5.2.2.1 **Number of outgoing student progression to higher education during last five years**

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Response: 60

File Description	Document
Upload supporting data for student/alumni	[View Document](#)
Details of student progression to higher education (Data Template)	[View Document](#)

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 53.57

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	4	9	3	1

5.2.3.2 **Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
4	8	7	6	7

File Description	Document
Upload supporting data for the same	[View Document](#)
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	[View Document](#)

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

Response: 23

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) year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
0	6	10	7	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	[View Document](#)
e-copies of award letters and certificates	[View Document](#)

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

Response:

Institution believes in active participation from all its stakeholders especially from the students. Institution has a structured Student representation model. Every class has a class representative. Most of committees of institution have student representations. They meet at least once a semester and minutes of the meeting are recorded. The council has a faculty member as mentor, who provides guidance to the committee activities.

The institute has students' chapters of renowned technical bodies like IEEE, ASME, ISHRAE, ACM, IAAS.

The above mentioned chapters have been inforce and student members are conducting several technical events under these chapters. The technical activities help students aware about the state of the art technologies.

In the academic committee students' representatives give their inputs for the conduction of guest lectures, workshops and invited talks.

Student's representative helps in deciding various curricular and extra-curricular activities in consultation with the students of the class. This also serves as a platform for students to learn and enhance attributes such as communication, teamwork, leadership and ethics which are part of program outcomes.

The student committee plays a critical role in identifying student talents across the institution for various

curricular and extra-curricular activities and also helps in initiating and mentoring new batch of students in different areas.

Student representatives are also incorporated into various committees of institution. In the placement committee, students play a vital role in organising the placement drives in the campus. They help in scheduling, coordinating and communicating with corporates who visit campus and also encouraging students to participate in the interviews.

Student representatives in extension committee help in organising various extension activities of the institution. They are in the forefront in mobilizing the students, planning and implementing the activities. At the end of each event an event completion report is submitted which includes learning from the completed event.

The student representation plays a very important role in the grievances committee and redressal process of the institution.They also act as a bridge between institution and rest of students on grievance matters. Student representatives also are important communicators on matters related to anti ragging awareness campaign and sensitization for prevention of women harassment initiatives in the campus. They also provide important feedback on issues related to cafeteria, drinking water, hygiene and library facilities of the institution.

Sports and cultural activities are central to the student engagement. The student representatives play a significant role for planning and providing feedback for sports and cultural events and conducting inter and intra college events. They are also central to co-ordinating and conducting annual fest, cultural programs such as dance, singing and debate, art performances and club activities.

Student's representatives coordinate with rest of the students for generating contents such as career guidance, poetry, stories, and painting for the student e-magazine. Students are represented on the editorial teams and play active role in timely publication and circulation.

File Description	Document
Paste link for additional information	[View Document](#)

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

Response: 22

5.3.3.1 **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
27	13	39	11	20

File Description	Document
Upload any additional information	[View Document](#)
Report of the event	[View Document](#)
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	[View Document](#)

5.4 Alumni Engagement

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

Response:

There is a registered Alumni Association with over 2000 members which contributes significantly to the development of institution through financial and support services.

The institution has continuously engaged its Alumnus over last five years for purpose such as placement, mentorship, industry engagement, financial sponsorship and overall growth of the institution.

The Alumni Office acts as link between alumni and Institute. The patrons of Alumni Office are Director and Registrar of Tula's institution. The Chairman of the Alumni Office, the Secretary, the Treasurer and the Coordinator take care of the functions of office.

The major objectives of Alumni Office are to enhance coordination between Tula's and its alumni, to improve interaction of alumni with students and teachers, to establish alumni chapters in different metro's of India, to create the database of alumni and to look after the interests of Tula's alumni and contribute to overall growth of institution.

Three alumni chapters at NCR, North East and Bihar act as fully independent units and the Alumni Office facilitates their smooth running. One of the major activities of alumni office is to invite the alumni to visit the campus and host them. Institution provides them guest house. Alumni are also invited to inspire current students on their aspirations and opportunities and guide them on their career.

The Alma Connect portal enables alumni to get registered to interact with Institute. The URL of site is https://tulasinstitute.almaconnect.com/. Discussion, chat and internal email, job links, search facilities for alumni to contact their friends are some of the provisions available for registered alumni.

Another initiative of alumni office is to conduct reunions at campus and at location of alumni chapters across India. The alumni meet is conducted once in an academic year.

Other activities of office include increasing the involvement of alumni through their contributions such as promoting industry academia linkage for conducting activities such as guest lectures, industry visits, consultancy, industry trainings, seminars workshops and internships.

Alumni participate in feedback process of outcome-based education and give necessary inputs regarding recent trends in industry and gaps in curriculum.

Alumni also participate in IQAC meetings for discussions on enriching the teaching learning process of the institution and on identifying additional courses on curriculum gaps and skill development.

Since some Alumni have been successful in their corporate careers, they have been actively helping the placement division of the institution by establishing relationships with their current employers and human resource divisions.

The alumni help by donations and contributions in financial aid for weaker sections of the students. They also participate by contributing to the extension activities of the institution such as books and cloth donation to needy students of adopted village. Alumni also contribute to infrastructural development of institution such as sponsoring computers and sports equipment. The financial contribution of alumni in the last five years is over 7 lakhs.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Response: A. ? 5 Lakhs

File Description	Document
Link for any additional information	View Document

Criterion 6 - 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

Response:

Vision

To emerge as an academic centre producing world class professionals promoting innovation and research.

Mission

- Promote intellectual and skilled human capital generating employment and entrepreneurship.
- Be educational centre of excellence of multi ethnicity and diversity.
- Establish as technology driven teaching learning institution.
- Provide world class platform for research and innovation.
- Inculcate social, environmental, heritage values.

The governance arrangements demonstrate the will of the institution to utilize autonomy granted by the Board of Governors (BOG). The governance of the institute is over seen by the director of the institute in consultation with Board of Trustee(BOT). This has encouraged a mutually rewarding relationship among stakeholders. The Director of the institute take responsibilities for strategic direction and accept responsibility for risk. He also follows the strategic direction from BOT and monitor the performance of institution under the BOT. There is clarity of the director's role for the governance of the institution.

IQAC keeps a close watch on the implementation of the strategic direction received from Director.

Governance structures such as BOT, Academic Committee and Research committee act as key structures for implementing vision and mission of the institution, while IQAC acts as a watchdog.

To realize its vision for producing world class professionals and promote innovation and research, the institution has put up appropriate governance leadership. The institution has a qualified director having the doctorate degree from IIT Roorkee and PG Diploma in Management (IIT Delhi) as well as the Vice President (Technology) having doctorate degree (Computer Science Engineering) and PG diploma from IIM Kashipur who are leading inspiration for students and faculty members. Skilled and distinguished leadership has built trust within the direct and indirect stakeholders of the institution.

The annual financial budget allocation is prioritized in accordance to the vision and mission of the institution and the variance to actual is reviewed periodically by respective governance structures. Appropriate thrust is given for re-prioritization based on vision and mission of the institution.

The governance of the institution was instrumental in setting an incubator (Tula's Technology and Business Incubator) with approval from Government of Uttarakhand reflecting the vision and mission of the institution.

Based on this initiative sixteen Start-up ideas from Tula's Institute were selected for the final round of Uttarakhand Startup Yatra. Tula's Technology and Business Incubator is approved from Start-up Uttarakhand and MSME Government of India.

Grants have been mobilized from government agencies for research, innovation and academic activities. Institution has received a grant to the extent of 90 lakh rupees from TEQIP-III of VMSB Uttarakhand Technical University, Dehradun. With experience gained from TEQIP-III the institute plans to further strengthen its research and innovation.

Institution's governing structures such as finance committee, and BOT discuss the recommendations from the director and suggested by IQAC, approve funds for adoption and upgradation of new and latest teaching learning technologies required to establish the institution as a technology driven teaching learning institution which is one of the mission.

File Description	Document
Upload any additional information	View Document

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

Response:

Tula's Institute promotes varying degrees of decentralization and participative management among all stake holders at strategic, functional and operational levels.

As per the directives from Board of Governors (BOG), the Board of Trustee(BOT) has delegated responsibilities to the Director in policy decision making, planning and administration matters of the institution. Collaboration and related activities, with university, other higher education institutions, government and non-government agencies, funding bodies, are delegated to Director, Dean and Registrar for effective management. Powers for day to day activities and routine matters have been delegated to various departmental and administrative heads.

Faculty members participate in internal discussion and propose improvements to various teaching learning process such as instructional delivery and curriculum design at various forums. The suggestions for improvement are considered for implementation by the management after suitable deliberations at the level at department, Academic Committee and IQAC meetings. Faculty members represent themselves in both internal committees and affiliating university committees such as Board of studies/Academic Council/Examination Committee/TEQIP Purchase committee where they get opportunity to be part of decision making on various aspects such as curriculum development, teaching learning and evaluation process. Faculty members participate in the admission process to improve the quality of the new students. Publications and joint research activities are delegated to Director and Dean along with the participation of the faculty members. Faculty members also participate in the placement process to help the students in preparation of different rounds of the recruitment process.

Students participate in the decisions related to co-curricular and extra-curricular activities through

discussions and opinions in the student council meetings and students are also part of various committees formed by the institution where they get opportunity to participate in the decision making. Students also participate in promoting and conducting placement and training within the institution. Students provided suggestions to the management on the training and coaching requirements which is considered by the training department. Students participate in the placement activity by coordinating with corporates during campus placement activities.

Based on the budget allocations, financial powers have been given to the Director, Dean, Registrar and HoDs, which are revised on need basis.

File Description	Document
Paste link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Institution has developed a long term strategic plan in iterative consultation with different stakeholders and ensured that it is not mere declaration of aspiration. It is being implemented in letter and spirit. Board of Trustees, Finance Committee, IQAC, Academic Committee, faculty members and other stakeholders are involved in the iterative consultation process for development of strategic plan.

The strategic plan ensures that every objective, goal and commitments are translated into action. Critical success factors are identified by consultation and reflection. The required financial and resource allocation are mobilized alongside. The strategic plan is specific and measurable. Qualitative component of plan which cannot be immediately and readily measured are monitored through surveys and feedbacks. Changes are incorporated on strategic plan based on changed context over a period through extensive consultation process, especially for the long-term plans and objectives.

One such example of implementing a key strategic plan was to promote technology enhanced teaching learning process in the institution. In order to meet this objective, the Academic committee was asked by director to study and implement necessary aspects. A detailed study was conducted by academic committee on following aspects and decision taken.

1. Understanding benefits of technology for teaching learning process. Trends and benefits such as direct support for instructional delivery, student collaboration via collaboration tools, formative assessment with robust digital question bank support, digital contents such as recorded videos, digital notes, audio, power point presentations were considered.
2. Most suitable technology adoption model was discussed. A hybrid model where a combination of in-class and online instructional delivery was chosen as the most suited method for the current academic structure of the institution.
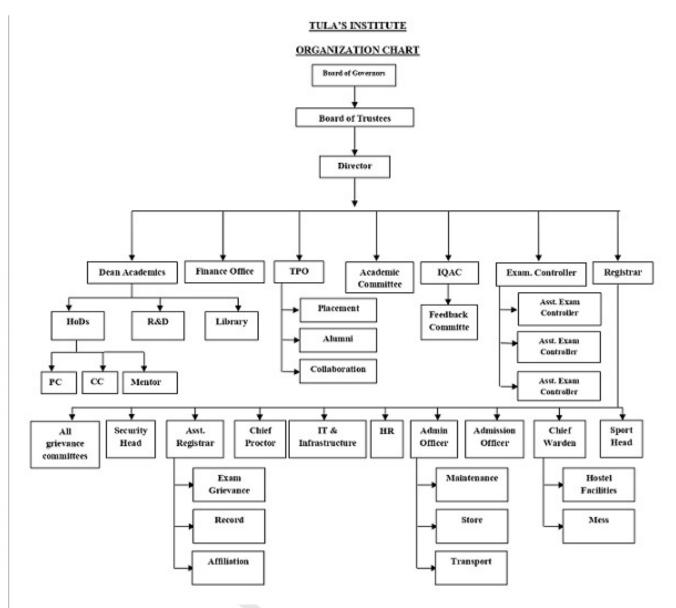
3. Infrastructural pre-requisites were identified such as smart classrooms, digital content, recording studio, projectors, internet bandwidth and computers.
4. Faculty members and student readiness for technology adoption was reviewed and a training plan by expert trainers was put in place for all the faculty members on learning management solution, assessment and digital content development.
5. Cost of technology adoption for infrastructure and technology procurement was discussed with finance committee and prepared for necessary budgetary approval after recommendation from the director and Board of Trustees.
6. Multiple technology providers were invited for technical and financial proposals based on the identified requirement and suitable vendors were shortlisted and purchase orders were issued.

A continuous review and improvement process under the IQAC is put in place to ensure the quality standards required for effective instructional delivery based on technology as per the recommendation from academic committee. Generating and acquiring digital content is an ongoing process and is a key factor for the success of this plan. Faculty members are encouraged to prepare in-house digital content to ensure latest and robust digital content.

File Description	Document
strategic Plan and deployment documents on the website	View Document

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

Response:

TULA'S INSTITUTE

ORGANIZATION CHART

```
                          Board of Governors
                                 │
                                 ▼
                          Board of Trustees
                                 │
                                 ▼
                              Director
                                 │
   ┌──────┬──────────┬──────────┼──────────┬──────────┬──────────┐
   ▼      ▼          ▼          ▼          ▼          ▼          ▼
Dean    Finance     TPO      Academic    IQAC     Exam.      Registrar
Academics Office              Committee            Controller
```

| Dean Academics | Finance Office | TPO | Academic Committee | IQAC | Exam. Controller | Registrar |

- **Dean Academics** → HoDs, R&D, Library
  - HoDs → PC, CC, Mentor
- **TPO** → Placement, Alumni, Collaboration
- **IQAC** → Feedback Committe
- **Exam. Controller** → Asst. Exam Controller, Asst. Exam Controller, Asst. Exam Controller

Lower level boxes:

| All grievance committees | Security Head | Asst. Registrar | Chief Proctor | IT & Infrastructure | HR | Admin Officer | Admission Officer | Chief Warden | Sport Head |

- **Asst. Registrar** → Exam Grievance, Record, Affiliation
- **Admin Officer** → Maintenance, Store, Transport
- **Chief Warden** → Hostel Facilities, Mess

The hierarchy of the institution facilitates effective governance. It promotes decentralization of decision making while ensuring effective leadership. It promotes transparency at all levels with detailed process documentation and communication. It facilitates feedback from all stake holders and promotes improvement at all levels.

Institution has defined roles and responsibilities for all levels of hierarchy. Policies for different stakeholders are put in place such as human resource policy, recruitment and selection policy, promotion policy, grievance redressal mechanisms, Service rules etc.,

The Board of Trustees appoints the Director of the institution as per the norms of the regulatory bodies. The Director is advised and supported by Board of Trustee. The Registrar and the Dean academics directly report to the Director. The Internal Quality Assurance Cell, Examination controller and Training and Placement report to the Director.

Head of Departments, Research and Development reports to the Dean Academics and the Director. Faculty members report to the head of the departments.

All administrative functions and roles such as hostel, transport, maintenance, human resource,

administration, sports, information technology, cafeteria and mess, stores and proctor report to the registrar.

The institute has a well-defined policy and procedure for selection of teaching and non-teaching staff.

The code of conduct for all employees laid down and available to all stake holders. The pay scale, terms and conditions of employment, benefits to employees are well defined. Performance appraisal is conducted, and promotions are based on the institute policy.

File Description	Document
Upload any additional information	[View Document](#)
Link to Organogram of the Institution webpage	[View Document](#)

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

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

Response:

Institution provides support to both teaching and non-teaching staff for welfare. Below are the common support provided to both teaching and non-teaching staff.

1. **Maternity & Paternity Leave:** The institute provides its staff members these leaves as per the institute policy.
2. **Special leave (Casualties, Mis-happenings & Marriage)**: The institute facilitates its staff members with special leaves in case of any mishaps/emergency or in case of marriage of the staff member
3. **COVID special Leave Policy:** In view of the COVID-19 pandemic, the institute has given 15 Days COVID Special leaves to infected staff members.
4. **Cash Advance Policy:** The staff members can avail this facility in case of any urgency.
5. **Access to Staff Quarters:** Staff members can avail the facility of staff quarters situated in the campus.
6. **Research Incentive Policy**: Institute has a research initiative policy in which faculty members are provided with monetary benefit to encourage the research publications and other research activities.
7. **Unlimited internet and Wi-Fi:** Unlimited internet service is provided to all students and staff members 24x7.
8. **Access to periodicals and Newspapers:** All faculty members can avail the facility of periodicals and newspapers in the central library.
9. **Dedicated staff rooms:** The institute has provided the dedicated rooms for the faculty members.
10. **Fee concession for Employee wards':** The institute has provision to give the facility of fee concession to the wards of the employees studying in the institute.
11. **Gratuity and PF:** The staff members of the institute are provided with the facility of gratuity and PF.
12. **ESI Coverage:** The facility of ESI coverage is provided to the staff members in case of any medical emergency as per the norms.
13. **Long Service Recognition:** Long service recognition is given to the staff members who have given long services to the institute.
14. **Study Leave:** Faculty members can avail the facility of study leaves in case of higher studies.
15. **Cafeteria and Mess concessions:** The food items in the institute are provided to the staff members at a subsidised rates
16. **Access to health facility and` doctor within the campus:** Staff members and their families can avail the facility of health check-up in the institute.
17. **Uniform for Support staffs:** Institute provides uniform to all support staff members.
18. **Access to Gymnasium and sports facilities:** All staff members and student have the facility of accessing gymnasium and other sports facility in the campus.

Access to Transport facility: Transport facility is provided to all the staff members.

File Description	Document
Paste link for additional information	[View Document]

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

Response: 9.07

6.3.2.1 **Number of teachers provided with financial support to attend conferences/workshops and**

towards membership fee of professional bodies year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
7	10	9	52	0

File Description	Document
Upload any additional information	[View Document](#)
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	[View Document](#)

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 7.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	9	9	11	6

File Description	Document
Upload any additional information	[View Document](#)
Reports of Academic Staff College or similar centers	[View Document](#)
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	[View Document](#)

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 21.59

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

10-03-2022 04:26:43

2020-21	2019-20	2018-19	2017-18	2016-17
79	64	9	17	1

File Description	Document
Upload any additional information	View Document
IQAC report summary	View Document
Details of teachers attending professional development programmes during the last five years	View Document

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

Response:

1. Annual performance Appraisal System is done for teaching and non-teaching staff of institution and is conducted every year after completion of respective academic year around the month of July-August. The objective of the process is to encourage teaching and non-teaching staff and to set expectations for coming year.
2. The outcome of the process is expectation resetting on the roles and responsibilities of individual staff, communicating annual increment, give promotion to deserving staff, provide incentives and benefits and documenting individual's performance for completed year and goal and expectation setting of the coming year.
3. The performance of teaching staff is reflected through a self-appraisal form consisting of Staff Performance Index based on various parameters, assessment from HoD, Dean and recommendation from the Director for faculty members.
4. The performance of non-teaching staff is reflected through an appraisal form based on various parameters, assessment from reviewing officer, reporting officer and recommendation from the Registrar.
5. The appraisal is measured and monitored separately for teaching and non-teaching staff of institution.
6. The performance appraisal has two sections. First section is self-appraisal by the individual staff and the second section is remark and feedback from the reporting Head of department or manager of the concerned individual staff of the institution.
7. The institution has categorized teaching staff performance as per AICTE norms into four main components such as Academic activity, Research activity, Extension activity and Administrative activity.
8. The academic activities are further categorized into Student performance of the respective teacher, Feedback received from the respective students on the teacher performance during the course completion, Results of quality audit conducted by the department head, Effective Utilization of planned hours, Contribution towards curriculum improvement, participation in external assessment and evaluation such as invigilation and paper setting, Development of resource materials for teaching learning such as question bank, recording of video and audio lectures, power point

presentation for lessons, generating notes and writing publications.

9. The research activities are further categorized into academic research, sponsored research and research publications.

10. The extension activities are further categorized to individual teachers' contribution to self-supported or funded consultancy, organizing workshops, organizing professional development training, and conducting seminars.

11. The administrative activities are further categorized to individual teachers' contribution to affiliating University Board of Studies, Academic council, various other committees and contribution to governance bodies of the institution, participation in various committees set up by the institution, professional body coordination, R & D coordination, Student counselling and advisory, conducting sports activities and student mentoring.

12. Each of these activities and sub activities are computed against weighted scores decided by the management in advance.

13. The non-teaching staff is measured by the reporting manager for the following criteria's such as attendance, sincerity to work, feedback from students and teachers, initiative on self-learning, knowledge of the job role, professional training undergone, inter-personal skills and productivity.

File Description	Document
Paste link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

1.Internal Audits

The institute has appointed M/s M. Kumar Thapa & Associates as its internal auditor of the Institute who has full access to the books of accounts for performing internal control. Internal Audit includes verification and vouching of Purchase orders, Work orders, Journal vouchers, Petty cash voucher, Payment vouchers, Receipt vouchers, Stock registers and Bank Reconciliation statements. All entries in the book of accounts are fully scrutinized for correctness and matched with the records in various department, Expenses are also compared with last year data, for identification of any major variances in income and expenses. Any sort of lapses/errors are identified and corrections are made after verification from Senior Accountant. Observations in the Internal Audit Report along with comments and suggestion are discussed with the Board of Trustees(BOT) by the auditor and appropriate action is taken for the same.

Overall Balance Sheet, Revenue and Expenditure Accounts are also broadly compared with previous year financial statements.

2. Statutory Audit

The institute's statutory audit is done by M/s Matta Garg & Company who has been appointed by the BOT. The Statutory Auditors perform audit procedures on the given financial documents of the internal

audit. Based on the audit the statutory auditor prepares all the Financial statements i.e. Balance Sheet ,Income & Expenditure account. Before finalization of financial statements, any kind of queries, corrections and recommendations of the Auditors are discussed with the Senior Accountant.

3. Approval From Board of Trustees

After preparing the balance sheet and audit report, it is forwarded to the Board of Trustees for approval.

File Description	Document
Paste link for additional information	View Document

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

Response: 1.37

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

2020-21	2019-20	2018-19	2017-18	2016-17
0.7	0	0.25	0.15	0.27

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	View Document
Any additional information	View Document
Annual statements of accounts	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

Tula's is a self-financed institution. Main source of funds are fees paid by the students. The other revenue includes income generated from providing venue for conducting competitive exams. The institute monitors effective and efficient utilization of available financial resources for the development of the academic processes and infrastructure development. Institutional budget is prepared by Director every year taking into consideration of recurring and non-recurring expenditures based on previous trends and need for

augmentation of academic resources. Internal and External Financial audit is conducted by chartered accountant from time to time to ensure optimum utilization of resources.

Optimal resource allocation:

Proper analysis is done of the expenses from past years and budgeting is done to ensure allocation of funds for salary of the faculty and staff, conducting, seminars, conferences, guest lectures, resources for the laboratories, extracurricular activities, support to faculty for research and publication as also to attend conferences of repute.

Research Grants

The Institute has been able to commit itself to its Vision and has thus obtained support from the University through TEQIP – III to the tune of Rs. 90 Lakhs and the research and other grants were effectively utilized in the implementation of projects and purchase of necessary equipment. These funds were utilized for the research and academic activities.

Reaching the unreached

Around twenty percent of the students entering the Institute are from financially poor backgrounds. Institute has a policy that a student who is bright in studies should not drop from higher education due to financial constraints. In this effort the Institute provides financial support by way of scholarship ranging from ten to fifty percent. During the Covid 19 additional support by way of special scholarship was granted to the needy students.

Library Book Bank:

To take care of the needs of proper books for learning, and keeping in mind the financial conditions of the students, the Institute invests in book-bank so that all students are able to have access to the text books throughout the semester, ensuring enhanced support in their career advancement.

Academic Infrastructure Utilization

During the academic session class timetables take care of optimum utilization of the available classrooms in department and were made possible by clubbing classes and/or laboratories and computer labs to save on electricity and other usages.

The computer centre of the institute is used to conduct the various competitive examinations, conducted by TCS.

Sports Ground and Alumni Contribution Utilisation

The institute is having state of the art sports facilities and Auditorium. Cultural and sports events to affiliating university and other agencies helps in revenue generation. The institute also made a corpus of funds by alumni contribution.

The institute is also planning to boost project/research Consultancy to augment its finances.

File Description	Document
Upload any additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

Tula's Internal Quality Assurance cell (IQAC) was established in the year of 2014 and its first meeting was held on 06/08/2014 to chisel out quality graduates from institution. This cell has wide representation from all functional areas of institution and meets at least twice every semester to review quality initiatives being carried out and propose new initiatives. The cell since its inception has conducted multiple events such as seminars, workshops, expert lectures etc. year on year. As a part of quality initiative, all areas of the institution were reviewed and recommendations for improving teaching and learning were provided.

The IQAC enhanced institution's ability to acquire and develop competencies for teaching learning, research resulting in improved learner experience and enhance research opportunities. IQAC decided to follow ISO 9001:2008 standards in the institution for implementing quality improvements. Under the directions of IQAC, a list of initiatives was undertaken year on year to support various educational, administrative and operation needs of the institution. These initiatives include:

·   Introducing outcome-based education was one of the key changes implemented under the guidance of IQAC.

·   Students and teachers were trained on Blooms taxonomy by inviting experts. Process such as attainment calculations were implemented across all courses and programs and it helped identify areas of improvements.

·   Creating Clubs for Co-curricular & Extra-curricular activities ensured proper mapping of these activities to the course and program outcomes and also ensured student participation throughout.

·   Uniform standards for Course files were initiated across the institution and it helped institution wide common practices and performance records. This helped to identify areas for improvements across departments.

·   A 360-degree feedback were introduced to capture the feedback periodically across all stakeholders such as students, teachers, alumni, industry and parents. The feedback was analysed by IQAC and suitable recommendations were given. The feedback obtained were included in the indirect attainment calculation of the course and program outcomes. This helped in continuous quality improvements and better course and program outcomes.

· Start-up boot camp was one of the initiatives which led to entrepreneurial and innovative interest among students in the institution which eventually helped the institution to set up incubation centre.

· Online teaching learning was a transformational change initiated by IQAC, leading to new methods and approaches to teaching and learning. This also ensured implementation of ICT resulting in significant improvement in student experience. Changes such as online assessments, online question bank, online projects helped larger participation of students.

File Description	Document
Upload any additional information	[View Document](#)

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 (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives   )

Response:

The initiative by IQAC led to significant improvement in efficiency of instructional delivery.

Year by year IQAC is implementing various quality initiatives to enhance teaching-learning, focusing on security parameters, developing infrastructure, implementing New rules and regulation, formation of new policies and MOU with Govt. and Pvt sector etc. for overall development of Institution and stakeholders.

The IQAC introduced student centric outcome-based education in the 8th meeting (28/06/2016) of the year 2016-17. Accordingly, awareness campaign and training was conducted for all teachers and students in institution via expert workshops and seminars. Process documents regarding the implementation of the outcome-based education were generated and communicated to all stakeholders of the institution. Attainment calculation methods for courses and programs were rolled out in phases across institution.

Measures were taken for inculcating environmental awareness and ethical values among students. Students were motivated to join IEEE, and ACM chapters. Faculty members were encouraged to attend FDP's and write research papers.

In the succession year steps were taken to encourage and create awareness on Mentor-mentee program. Decisions were taken to install CCTV cameras in laboratories, latest configuration computers for labs, Purchase ERP, Renovation of gymnasium facility for boys and girls, environmental measures like waste management was given special emphasis.

Besides the above special considerations were given on syllabus amendments, certification courses from IIT's and EICT, pre PDP sessions for pre-final year students and conduction of boot camps.

New Nomenclature for existing buildings were also given. Faculty members were asked to develop digital

contents such as recorded video and audio lectures, power point presentations, development of question bank for both formative and summative assessment of students. Two new programs viz BJMC and B.Com.(Honours) were introduced.

Recommendations were given to Uttarakhand technical University to change syllabus of B.Tech. 1st and 2nd Years. Research and diversity inclusions were introduced. As per policies given by the regulatory bodies "Ban on single use plastic policy" was introduced. The institution has recommended changes to university for adopting choice-based credit system which university is actively considering.

Faculty members were introduced to NAAC and asked to compile their data as per the requirements of NAAC.

IQAC recommended Information and Communication Technology (ICT) for teaching learning process across all programs of the institution to enhance the teaching learning process. The initiative was discussed during the 23rd meeting (25/3/2020) in the academic year 2019-20. Decisions were taken to start Boot camps and CRS projects applications. Course files were revised as per guidelines of IQAC.

Looking at the pandemic teaching learning process sowed a paradigm shift towards online mode. A Covid-19 leave policy was drafted and applied to ease the sufferers of this pandemic.

Alumni association has been registered in year 2021. A "Special COVID crisis scholarship" was introduced for the students. MoU with ATAL incubation centre was signed.

Looking at the research orientation, a new research policy was introduced. To strengthen this MoU with ICT academy, research and resurgence foundation, BIZ merlin were signed.The cntinous monitoring and quality check made it ensure to overall increment in the pass out percentage of the students.

File Description	Document
Upload any additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality intitiatives with other institution(s)**
3. **Participation in NIRF**
4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Response: A. All of the above

File Description	Document
Upload e-copies of the accreditations and certifications	[View Document](#)
Upload details of Quality assurance initiatives of the institution	[View Document](#)
Upload any additional information	[View Document](#)
Paste web link of Annual reports of Institution	[View Document](#)

Criterion 7 - 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 last five years.

Response:

Women constitute around thirty percent of students and staff in the institution and they come from different parts of country and surrounding countries such as Nepal and Bhutan.

Explicit conversations and critical dialogues on gender bias and power have been made part of student experience in campus. Institution believes that it is necessary to incorporate dialogues, exercises, and conversations to sensitize gender equality. Care is taken to cultivate a gender-neutral environment and behavior among students and Faculty members within campus.

Gender sensitisation topics such as work stress, Stress management, Mahila Utthan, Development of Women and Children in Rural Areas are inculcated in the students and employees of the institution. Promotion of role models from all gender is equally considered to enhance confidence across all genders.

The extension committee regularly conducts gender sensitization programs. The institute has provision for gender based grievance redressal. Both students and Faculty members are part of this committee. Creatives educating against sexual harassment and ragging is displayed at important locations. Periodic circulars of the same are sent to students and faculty members. Gender sensitivity is part of first year batch induction program organized by institution.

Legal experts are invited to the institution on periodic basis to provide expert talk on gender sensitivity. Provision for online complaint registration is made available to students and Faculty members. Drop boxes are placed on all academic blocks and hostels for compliant registration. Both named and anonymous complaints are taken for immediate actions and resolutions. All genders are represented in the compliant redressal process.

Activities like organizing women-centric extra-curricular and co-curricular activities such as movie screenings and plays, painting walls to reinforce the positive notion of women's empowerment is undertaken. Talks and seminars highlighting save girl child, women health and nutrition, Gender related violence are organized by the institution. Women student representation is ensured in most of the extra-curricular and co-curricular committees.

Hi-Tech Surveillance system with high resolution cameras is installed within the campus and hostels for monitoring and recording to ensure safety and security.

Three separate hostels for boys and one hostel for girl students exist on the campus. Behaviour of students is monitored by the hostel supervisors and surveillance is put in place under the guidance of wardens. All students and staff are asked to wear ID cards while on campus. Security personnel are deployed at all entry and exit of the institution with proper logbook.

Medical facilities with a female nurse are provided within the campus with a well-equipped ambulance.

Separate girls common room is provided in the institution.

A dedicated Counselling room and a qualified counselor are made available 24/7 for students and Faculty members for gender related issues within the campus.

Institution recognizes that Faculty members are powerful agents of change and hence appropriate training on gender equity promotion is conducted by the experts.

File Description	Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	[View Document](#)
Link for annual gender sensitization action plan	[View Document](#)

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Response: A. 4 or All of the above

File Description	Document
Any other relevant information	[View Document](#)

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

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

Response:

One of the key outcomes of all the programs provided by the institution is commitment to society and environment. In addition to curricular aspect, the institute tries to imbibe in students and teachers the need

of environment protection, minimal waste generation and proper disposal of generated waste. The extension activity committee also conducts awareness campaigns in the vicinity of institution to encourage waste management in society.

Solid waste management:

Institute has put in place a solid waste management policy of 3R:

- Reduce
- Reuse
- Recycle

When released to environment, the solid wastes can cause biological and physicochemical problems to environment. Specific labeled bins dedicated to solid waste segregation are provisioned at different locations within institution. Recycling of solid waste is conducted, and the bio waste is decomposed, and manure is used as fertilizers within institution. Some of the common solid wastes obtained include glass, rubber waste, plastics, food wastes, wood, paper, metals and cardboard. We have collaboration with solid waste management plant for the proper segregation and recycling of solid waste.

Liquid waste management:

The liquid wastes generated in the campus include Sewage, Laboratory, Laundry, hostel and canteen effluent waste. Institution has put up notice boards near water taps sensitizing students regarding minimum usage and promoting conservation of water. Mess and cafeteria staff is provided guidance to conserve water.

Liquid waste is segregated into organic and inorganic waste. Inorganic waste is treated and neutralized before disposal by using calcium oxide. Some of the liquid organic waste is mixed with organic solid waste in production of manure. The rest is disposed through proper septic tank and recharged through soak pits. The institution has also planned for sewage treatment plant in coming years.

Biomedical waste management:

The institution does not produce much biomedical waste other than students' hostel and clinic situated in campus. This waste is separately collected and disposed of with the help of municipality waste collection process.

E-waste management:

Awareness is key aspect in E-waste management. The e-waste is collected in the computer centre in the specified bin. The institution has optimized its inventory by periodic upgradation instead of new procurement. Old computers are donated to underprivileged school students and some are utilized by computer hardware training institutes. The other major e-waste is mobile phones/computer systems/printers/Mouse/keyboards etc. disposed by students. Students, faculty members and staff who deal with e-waste are sensitized regarding disposal of e-waste and segregation methods to be followed by conducting seminars and campaigns. The e-waste is handed over to the e-waste handling agency.

File Description	Document
Link for Geotagged photographs of the facilities	[View Document](#)

7.1.4 Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Response: A. Any 4 or all of the above

File Description	Document
Link for any other relevant information	[View Document](#)

7.1.5 Green campus initiatives include:

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

Response: Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	[View Document](#)
Link for any other relevant information	[View Document](#)

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	[View Document](#)
Certification by the auditing agency	[View Document](#)

7.1.7 The Institution has disabled-friendly, barrier free environment

1. **Built environment with ramps/lifts for easy access to classrooms.**
2. **Divyangjan friendly washrooms**
3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for 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**

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	[View Document](#)
Details of the Software procured for providing the assistance	[View Document](#)
Link for any other relevant information	[View Document](#)

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 500 words).

Response:

Institution has students from twenty-five states of India and six countries such as Nepal, Bhutan, Bangladesh, Afganistan, Seria and Zambia. Nearly sixty percent of students are from outside the state of Uttarakhand giving truly a multi-cultural and multi – ethnic environment. Institution has thirty percent students who are female. Around thirty-five percent of faculty members also come from different states of country thereby complementing student diversity.

Twenty percent of the students who study in institution come from financially underprivileged section of the society to whom scholarships are provided by institution. Annually various scholarships are provided to financially deprived students across all sections of society. The scholarship varies from ten percent to thirty percent of tuition fees.

This multi-faceted environment requires proactive efforts to provide inclusive atmosphere within the campus, overcome regional and national barriers and promote regional and national comradeship. Shared

responsibilities and leadership among students help them to appreciate their diversity. National integration programs promoting tolerance and harmony are conducted on important national days to further strengthen this goal.

Institution has a vibrant cultural committee managed by students and teachers. The committee ensures that all segments of socio-economic segments are represented in one or the other committees. Every year when new batch of students join institution, the senior student's campaign for inducting junior students to different cultural and talent activities of institution.

Girl students are given roles and representation across all committees in institution. Girls representatives are part of all grievance's committees to ensure justice during redressal process. Awareness and sensitization programs are conducted to bring together students from various backgrounds within institution through joint engagement and activities both extra-curricular and co-curricular.

Institution organises several cultural programs on festival occasions of different regions within institution which facilitates respect, inclusiveness and understanding of other cultures. Regional food festivals organised by students of respective regions during occasions gives an opportunity to understand and respect culinary practices of other regions. Cafetaria within institution and the hostel mess menu of institution practice diversity to address the diverse background of students.

Institution with the active involvement of student council celebrates all major religious festivals such as Navaratri, Mahaveer Jayanthi, Ganesh Chaturthi, Holi, Diwali, Eid and Christmas. Students from all religions and regions are encouraged to participate in these diverse festivals promoting unity in diversity.

Faculty members and students take pledge on Rashtriya Ekta Diwas to preserve unity, integrity, and security of the nation. Posters and slogans representing the true spirit of unity in diversity are displayed and communicated to all stakeholders in various locations and notice boards of the institution.

Students are advised to reach out to mentors and made aware of the grievance boxes and online grievance process for violations and concerns regarding their diverse identity. Councillors are made available to students wherever needed to address concerns related to unique identity.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

Tula's periodically organizes talks and seminars on national identities, constitutional obligations,

constitutional rights, values, and responsibilities. Eminent personalities and experts are invited to the campus. Debates, essay, seminars and symposiums are organized within institution on the below Articles and Acts and the performers are recognized. Students are sensitized on the duties towards the nation and practical engagement is demonstrated by the extension committee activities including adoption of the village and the services conducted.

· Article 14- Equal rights and opportunities for men and women in political, economic and social spheres.

· Article 15(1) - Prohibits discrimination against any citizen on the grounds of religion, race, caste, sex etc.

· Article 15(3) – Empowers the state to make affirmative discrimination in favour of women

· Article 16 – Provides equality of opportunity for all citizen in matters relating to employment or appointment to any office under the state

· Article 39 (a) – The state shall direct its policy towards securing all citizens men and women equally the right to means of livelihood

· Article 39 (d) – Equal pay for equal work for both men and women

· Article 42 – Directs the state to ensure provisions for just and humane condition of work and maternity relief.

· Article 46 – The state to promote with special care the educational and economic interests of the weaker sections of the people and to protect them from social injustice and all forms of exploitation

· Article 47 – The state to raise the level of nutrition and the standard of living of its people and the improvement of public health

· Article 51 (A) (e) – Mandates every citizen to renounce practices derogatory to the dignity of women

· Article 243D (4) – Not less than one third of the total number of offices of Chairpersons in the Panchayats at each level to be reserved for women.

· The Family Course Act 1954

· The Special Marriage Act 1954

· The Hindu Marriage Act 1955

· The Maternity Benefit Act

· The Medical Termination of Pregnancy Act 1971

· The Contract Labour (Regulation and Abolition) Act 1976

· The Equal Remuneration Act 1976

· Indecent Representation of Women (Prohibition) Act 1986

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	<u>View Document</u>

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.

1. **The Code of Conduct is displayed on the website**
2. **There is a committee to monitor adherence to the Code of Conduct**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

File Description	Document
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	<u>View Document</u>
Code of ethics policy document	<u>View Document</u>
Any other relevant information	<u>View Document</u>

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

The important national celebrations conducted in the campus include,

1. **International Mother Tongue Day:** Every year institute celebrate international mother tongue day on 21st February.
2. **Sarawati Pooja:** Saraswati pooja is celebrated on Basant Panchami in the campus.
3. **Republic Day:** Republic Day is celebrated by students, faculty and staff members every year on 26th January.
4. **International Women's Day:** International women day is celebrated on 8 March.
5. **IEEE Day :** IEEE Day is celebrated on the first Tuesday of October in the institute campus by the IEEE student Chapter.
6. **Gandhi Jayanti :** Institute celebrate Gandhi Jayanti with full enthusiasm every year on on 2nd

October,

7. **Navratri:** Navratri**, "The 9 days festival" is celebrated in the campus by students and staff members.

8. **Vishwakarma Day:** Vishwakarma day is celebrated every year on last day of Bhadraprad, according to Vikram Samwat.

9. **Teacher's Day :** Every year students celebrate national teachers day on 5th September in the memory of Sarvepalli Radhakrishnan - First Vice President and the Second President of India and an educationist at heart.

10. **Janamashtami:** Krishan janmashthmi is celebrated in the institute campus with joy and enthusiasm as per the calendar.

11. **National Sports Day:** The National Sports Day is celebrated on the occasion of Major Dhyan Chand's birthday on August 29 to honour the hockey legend.

12. **Library Day :** Library day is celebrated every year in the memory of Birthday of Mr. S.R. Ranganathan.

13. **International Yoga Day:** International Yoga day is celebrated on 21st June in the institute campus.

14. **National Science Day:** National science day is celebrated in the institute campus on 28th February .

15. **Voter's Day:** National voter day is celebrated on 25th January to promote the awareness in the students.

16. **Mathematics Day:** Mathematics day is celebrated on the memory of great mathematician S. Ramanujan on March 14th.

17. **Independence Day:** Independence Day is celebrated every year on 15th August in the institute.

1. **World Book Day:** World book day is celebrated on 23rd April in the library of the institute.

File Description	Document
Link for Geotagged photographs of some of the events	View Document
Link for Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

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

Response:

BEST PRACTICE – I:

1. **Title of the Practice**: Saving Life through regular and on-call Blood Donation .

2. **Objectives of the Practice:** Apart from preparing the students academically and developing their skills, Tula's Institute is also having a responsibility to make the future generation a responsible

social citizen. This special education entails every social crisis, the world is currently facing which is not limited to climate change, sensitization, cleanliness, Road safety, Blood Donation to racial and gender discrimination and inappropriate personal behavior. Tula's Institute will go beyond the reach of the social sciences to instill these teachings in their students.

3. **The Context:** Studies have shown that students who participate socially have a better motivation to continue their education and feel more competent. Blood donation can be described as a prosocial behavior, and encourage prosocial reasons such as altruism, empathy, or social responsibility. students will not only become responsible citizens but also inspire to work on an issue directly related to the community betterment. Blood Donation is one of the ways Institute effectively incorporate social education into their overall development and encourage their students to become socially responsible citizens of tomorrow.

4. **Blood Donation the Crisis way:** As per a research conducted, by every 2 seconds passing someone on this earth is in need of blood, so technically every 2 seconds someone has a chance to save someone life. Blood donation is a noble gesture. It enhances the sense of pride in a person and it develops and altruistic attitude among the mankind. We at Tula's are committed towards providing a better tomorrow to the ones who are struggling for life as a cause of loss of blood. Our students/staff and faculties are always available on call whenever there is a crisis situation and we are called to donate blood at any of the nearby blood banks or hospitals. In past few years our students/faculty and staff have donated this priceless vital fluid in saving life's of persons suffering from various diseases, ailments and injuries in turn getting blessings and good wishes from the society beyond comprehension.

5. **Learning through Practice:**

   - Cultivating empathy for other humans and living beings.

   - Developing awareness of the ethical principles concerning blood and plasma donations

   - Inculcating civic duty towards society and self-realization,

   - Spreading awareness about blood donation with the local communities.

5.Evidence of Success:

The persistence of the practice fetched the institute the various recognition letters from IMA Blood Bank, Village Pradhan/ Local elected administrators etc. The impact of the practice has been obvious. It created a unique triangulation between institute, community and resources. The students are experiencing elevated skill levels in social responsibility, empathy, team work, communication, presentation, collaboration and articulation which are part of the program outcomes.

6.Problems Encountered and Resources Required

- Distance from the nearest IMA blood bank.

- Owing to time constraints, they also find it difficult to balance between social activities and regular academic work.

- Lack of awareness/ knowledge and motivations among students about blood donation.

BEST PRACTICE – II:

1. **Title of the Practice**: Book Bank and distribution of text books for all students as per library norms without having to purchase the book.

2. **Objectives of the Practice:** The strength of Tula's Institute is in its culture of providing equal access and opportunity of learning resources to all the students without considering their financial and social standards.

3. **The Context:** Prices of text books are often high in higher education, and hence many students decide to opt out of buying required books. This leads them to do poorly in their classes, especially if those classes are dependent on those books.

4. Studies have shown that access to good books have improved their learnings.

1. **The Practice**: The institute issues text books to all students for all courses as per library norms. Every year additional books are purchased by the institute based on new curriculum. Students are encouraged to donate personal books to the book bank, so that it can be distributed to next batch of students. Alumni are also encouraged to contribute books to the book bank.

5.Evidence of Success:

The practice fetched the institute improved academic results among student results. It also helps reduce the divide between students of various social and economic background and provide equity to resources.

6.Problems Encountered and Resources Required

- Due to frequent changes to curriculum, additional books are continuously required to be purchased to meet the requirement of book bank.

- New versions of the books need to be made available to ensure updated versions are available to students.

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File Description	Document
Link for Best practices in the Institutional web site	[View Document](#)

7.3 Institutional Distinctiveness

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

Response:

Tula's Institute Dehradun has been a pioneer in the field of education since 2006. Its long standing work in education has been recognized year after year starting from 2015 . The institute is governed by Rishabh educational trust which consists of philanthropists, industrialists and a mosaic of professionals who have been extending their services to policy making and core resource management, since its inception. The missionary & visionary zeal of the trustees has made the institute as one of the most proactive organization in the field of education. At Tula's Institute we thrive to provide learning and its implementation opportunities to our students with the help of state of the art infrastructure.

Inspirations:

1. The Declaration at the Stockholm Conference in 1972 stated: "To defend and improve the human environment for present and future generations has become an imperative goal for mankind, a goal to be pursued together with, and in harmony with, the established and fundamental goals of peace and of worldwide economic and social development".
2. India, by amendment of its Constitution, soon thereafter inserted the directive principle of state policy in article 48A requiring the State to protect and to improve the environment. Simultaneously, article 51A was inserted to enumerate the fundamental duties of every citizen, in which clause (g) imposed a corresponding duty on the citizen.
3. The Rio Earth Summit in 1992 carried forward the programme and emphasized the need for sustainable development to ensure human life with dignity in harmony with the nature.

Implementation:

Institution has developed blended learning through Hybrid approach which includes face to face in class interactions and online teaching learning methods. We work in conjunction with the NEP objectives to maintain consistency in commitment to enhance the faculty quality, catalysing higher guided learning environments.

1. **Infrastructure for Environmental Sustainability:**

- A dedicated course on environment and sustainability is part of all programs of the institution for the undergraduate students.
- Institution encourages e-office to minimize consumption of paper which cause negative impact on the forest.
- The campus has several initiatives like plastic free campus, restricted automobiles entry, use of

- bicycles, pedestrian friendly pathways and electric vehicles within the campus.
- Landscaping of the campus and hundreds of species of plants are identified and labelled with name boards, to identify the flora and fauna.
- Rainwater harvesting, open well recharge and recycling are some of the water conservation steps adopted by the institution.
- We have adopted the solar energy which is one of the best environment friendly technology for sustainable living.
- Infrastructure for recycling such as Biogas plant is set up to recycle the bio waste generated by the institution.
- Degradable and non-degradable waste management such as solid waste, liquid waste, and e waste protocols are institutionalized to ensure environment friendly and sustainable practices.
- Large cafeteria and classrooms with glass panes and wide windows, are designed to minimize the use of energy consumption.

1. **Infrastructure for Co-Curricular Activities:**

- The institute organizes the co-curricular activities in the lush green campus whose only 35% area has been built up. The rest 65% area has been utilized as for green landscaping.
- The students are motivated to participate in the co-curricular activities like application of the agriculture knowledge in the form of organic farming in the different allocated fields within the campus as well as in the vicinity area.

2. Infrastructure for Extra-Curricular Activities:

- Institute constantly arranges numerous extension activities, industrial educational tours, local site visits as per discipline in which they participate with full zeal and enthusiasm as these activities provide a learning-teaching method that connect meaningful community service to academic curriculum.
- Students are encouraged to identify, explore and develop their hidden talents and potential through a wide array of extracurricular and curricular activities. Students are largely involved in the organization of the Annual Cultural Fest of the College.

3. Infrastructure for Quality Education:

Teaching and learning methodologies like flipped classrooms, Project based learning, Problem based learning, design thinking and Competency based learning are used regularly for students to improve their intellect behaviour and encourage them to bring up innovative ideas rather than making them recite the syllabus to clear the examinations with the same old orthodox style of teaching.

TULA'S Institute is having spacious and fully equipped lecture halls which are unique of its kind. These are designed for environment friendly and sustainable model and provide complete comfort for the intense hours of the classroom teaching and interaction.

Tula's Institute takes pride in exhibiting a state of art auditorium, located at the heart of the campus. It portraits a perfect example of modern sustainable Architecture and is certainly one of its kind in the entire Northern India. The Auditorium has a seating capacity of 500+ people.

Institution has large library with ample light and air and environment friendly design to minimize consumption of power. Large book bank meeting the entire text book needs of all the students of the institution is developed by book donation of senior students promoting sustainable concepts.

4. Infrastructure for Sports:

Large open spaces for sports such as cricket and state of the art football ground are carved out without impacting the micro environment like the flora and fauna of the area. Institution also has horse riding and training facilities within the campus.

5. Infrastructure for students and faculty member Residence:

The institute facilitates the students for their residence with 4 boys and 1 girls hostel equipped with all modern safety and security features.

The institute also provides residential facilities for faculty members.

6. Infrastructure to Provide ICT Facilities:

Information Technology is unarguably the defining force of this millennium, and Tula's Institute is poised to break new ground as the most e-enabled sustainable environment friendly institute in Uttarakhand. More than 520 desktops with 24×7 Wi-Fi internet facility with 205 Mbps at the student's disposal.

The online resources are mapped by the teachers to the instructional delivery plan.

File Description	Document
Link for appropriate web in the Institutional website	[View Document](#)
Link for any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

Educationists from across the world have visited campus and have inspired students and faculty members: -

Some of them are –

- Dr.Ramesh Pokhriyal-Former Central Minister Education
- Dr.M.S. Manna- Director AICTE
- Dr. Neetu Bhagat – Deputy Director, AICTE
- Dr. S.N. Singh – Chairman-IEEE UP Section
- Mr. N.B Raika – Chief Quality Assurance & Accreditation Bhutan
- Dr.D S Chauhan Former VC AKTU, UTU and Pro Chancellor GLA University, Mathura

Our student Sahabzada Betab Badar is Brand Ambassador for IEEE.

Several alumnae are in key positions of various sections of society like –

- Squadron Leader Bimal Pokhariya
- Lieutenant Commander Sarika Negi
- Major Megha Gupta
- Major Gunjan Thapliyal

Tula's Alumni, Lieutenant commander Payal Gupta -Nao Sena Medal (Gallantry), volunteered for Indian Navy's expedition, Navika Sagar Parikrama – an all women circumnavigation of the globe under sails on INSV Tarini. it was the maiden attempt by an all women naval officers crew to sail around the globe in a yacht covering a distance of nearly 22,300 nautical miles (41,255 Km).

Our teacher Satyabrata Mohanty is an accomplished horse rider who participated in RDC 2017 and also a district level kabbadi player. He is also state president of National Agriculture Students Organisation.

Our teachers have authored books in various subjects.

- Mr. Ankit Jain has authored a textbook on Dravya Engineering (Hydraulics);
- Ms. Bhawana Gahtori has authored a book titled "Effects of Apple Cider Vinegar on Chemical"
- Mr. Pravesh Kumar Sehgal has authored a book on "Fundamentals of Entomology" and another book on "Pests of seed crop and stored grains and their management (as per ICAR Syllabus)"

Our Faculty members have also chaired several committees and meetings:-

- Mr. Piyush Dhulia , Session Chair,International Conference(ICREST-21) at Bangladesh
- Dr.Sanjeev Kumar, Session chair person AICTE sponsored ATAL FDP in May-2021.
- Dr. Sandeep Vijay ,Member, Examination Committee of the affiliating University(VMSB Uttarakhand technical University, Dehradun)
- Dr. Nishant Saxena ,Coordinator, Board of studies of the (VMSB Uttarakhand technical University, Dehradun)

- Dr. Pramod Kumar ,conference General Chair of IEEE ICACCA-2017.
- Dr. Pramod Kumar ,General Chair of IEEE ICACCA-16.
- Dr. Pavan Kumar Chaubey ,Co-Chair of IEEE ICACCA-16.

Concluding Remarks :

Tula's institute is the manifestation of effective and efficient management, conceived and nurtured by passionate and committed leaders in the field of academics and governance, with its greatest potency in the employees who are committed to merit and dedicated to high quality.

With the promise of transforming the education landscape of Dehradun, Tula's is in the frontier for academic and intellectual discovery promoting expression and discourse among its stakeholders, thereby aspiring to become a monumental educational enterprise in the coming future.

Tula's is focused on creating a vibrant community of belonging for students from several states and neighbouring countries by creating equitable opportunities for learning and development.

Having its record of excellence, Tula's institute is looking forward to gaining autonomy status in future and thereby moving towards the suggestion put forth in new education policy.

Tula's is focused on creating a vibrant community research objectives by motivating the faculty members to do Research , to get funded projects and involve in consultancy activities.

NAAC Accreditation process has been quite extensive and in-depth and has been a tremendous learning exercise helping Tula's institute realize its SWOC and bring about an opportunity for a qualitative and quantitative improvements. By recognizing the weakness and challenges and with the determination to overcome the shortcoming through focus and commitment, Tula's is poised to be a leading light to its students and the community it serves.

While we are proud of our infrastructure, learning resources and ICT achievements, we recognize the need for improvements in research, innovation and collaboration. While we are positive on our progress achieved in teaching learning aspects, we recognize the importance of improving in curricular aspects by bringing in further autonomy for introducing new industry relevant programs.

We also realize that we need to continuously strive for better student progression by enhancing quality and widening the training facilities available to the students.

Overall, NAAC SSR submission has been a very rewarding exercise which provided the needed direction and momentum to pursue our aspiration stated in the vision- mission statements and strategic plan.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification

1.3.3	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year**
	
	   1.3.3.1. **Number of students undertaking project work/field work / internships**
	   Answer before DVV Verification : 1340
	   Answer after DVV Verification: 677

2.1.2	**Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)**
	
	   2.1.2.1. Number of actual students admitted from the reserved categories year-wise during the last five years
	      Answer before DVV Verification:<table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>97</td><td>191</td><td>140</td><td>159</td><td>130</td></tr></table>
	      Answer After DVV Verification :<table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>83</td><td>108</td><td>102</td><td>117</td><td>108</td></tr></table>
	   Remark : Observation accepted as per Average percentage of seats filled against reserved categories provided by HEI.

2.4.2	**Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)**
	
	   2.4.2.1. **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**
	      Answer before DVV Verification:<table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>28</td><td>23</td><td>19</td><td>15</td><td>08</td></tr></table>
	      Answer After DVV Verification :<table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>28</td><td>23</td><td>19</td><td>15</td><td>08</td></tr></table>

2.4.3	**Average teaching experience of full time teachers in the same institution (Data for the latest**

completed academic year in number of years)

    2.4.3.1. **Total experience of full-time teachers**
        Answer before DVV Verification : 448
        Answer after DVV Verification: 448

2.6.3   **Average pass percentage of Students during last five years**

    2.6.3.1. **Number of final year students who passed the university examination year-wise during the last five years**
        Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
495	382	372	312	336

        Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
495	382	372	312	0336

    2.6.3.2. **Number of final year students who appeared for the university examination year-wise during the last five years**
        Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
495	420	393	327	356

        Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
495	420	393	327	356

    Remark : DVV partner ask for the result sheet of passed student but HEI clarify that Due to covid 19, results are yet to be communicated by the university for latest year passed students this clarification is approved

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

    3.1.1.1. **Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)**
        Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
38.51	61.45	11.44	0	0

        Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
38.51	61.45	11.44	0	0

3.1.3 **Percentage of departments having Research projects funded by government and non government agencies during the last five years**

3.1.3.1. Number of departments having Research projects funded by government and non-government agencies during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2	6	1	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
3	11	2	2	0

3.1.3.2. Number of departments offering academic programes

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
9	9	9	9	9

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2	4	2	1	9

Remark : DVV partner ask for list of teachers along with the department, according to provided documents by HEI the DVV partner changes numbers.

3.3.1 **Number of Ph.Ds registered per eligible teacher during the last five years**

3.3.1.1. How many Ph.Ds registered per eligible teacher within last five years
Answer before DVV Verification : 32
Answer after DVV Verification: 32
3.3.1.2. Number of teachers recognized as guides during the last five years
Answer before DVV Verification : 8
Answer after DVV Verification: 8

3.3.2 **Number of research papers per teachers in the Journals notified on UGC website during the last five years**

3.3.2.1. **Number of research papers in the Journals notified on UGC website during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
32	26	25	4	10

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
32	26	25	4	10

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
24	10	12	11	14

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
24	5	12	2	14

Remark : DVV will not be considered books and chapters in edited volumes/books published without ISBN number.

3.4.2	**Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years**

3.4.2.1. **Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2	7	3	4	5

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2	7	3	4	4

3.5.2	**Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
12	11	11	5	5

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
5	11	9	8	10

4.1.4	**Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)**

4.1.4.1. **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
29.18	386.62	268.98	465.32	492.87

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
29.18	386.62	268.98	465.32	492.87

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
35.92	122.90	101.16	86.78	37.19

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17

35.92	122.90	101.16	86.78	37.19

5.3.3	**Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)** 　**5.3.3.1. Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years** 　　Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
10	13	11	12	10

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
27	13	39	11	20

6.3.2	**Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years** 　**6.3.2.1. Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years** 　　Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
7	10	15	40	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
7	10	9	52	0

6.3.3	**Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years** 　**6.3.3.1. Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years** 　　Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2	9	9	11	6

Answer After DVV Verification :

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2020-21	2019-20	2018-19	2017-18	2016-17
2	9	9	11	6

6.4.2	**Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)** 6.4.2.1. Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs) Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>0.7</td><td>0</td><td>0.25</td><td>0.10</td><td>0.27</td></tr></table> Answer After DVV Verification : <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>0.7</td><td>0</td><td>0.25</td><td>0.15</td><td>0.27</td></tr></table> Remark : DVV partner ask for the letter indicating the grants/funds received from respective agency, HEI has not provided year 2016-17 letter of grand receive according to provided document year 2017-2018 showing receive grand 15000/-
7.1.5	**Green campus initiatives include:** 1. **Restricted entry of automobiles** 2. **Use of Bicycles/ Battery powered vehicles** 3. **Pedestrian Friendly pathways** 4. **Ban on use of Plastic** 5. **landscaping with trees and plants** Answer before DVV Verification : A. Any 4 or All of the above Answer After DVV Verification: A. Any 4 or All of the above
7.1.6	**Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:** 1. **Green audit** 2. **Energy audit** 3. **Environment audit** 4. **Clean and green campus recognitions / awards** 5. **Beyond the campus environmental promotion activities** Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: A. Any 4 or all of the above
7.1.7	**The Institution has disabled-friendly, barrier free environment** 1. **Built environment with ramps/lifts for easy access to classrooms.**

2. **Divyangjan friendly washrooms**
3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for 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**

Answer before DVV Verification : A. Any 4 or all of the above

Answer After DVV Verification: A. Any 4 or all of the above

2. Extended Profile Deviations

ID	Extended Questions
1.1	**Number of courses offered by the Institution across all programs during the last five years**
2.2	**Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years**
2.3	**Number of outgoing / final year students year-wise during last five years**

1.1

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
656	636	567	541	510

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
656	635	567	540	509

2.2

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
259	280	281	255	237

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
234	254	259	233	217

2.3

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
495	382	372	312	336

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
495	420	393	327	356

| 3.2 | **Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)** |

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
647.88	877.48	945.43	957.72	708.78

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
647.88	877.48	945.43	957.72	708.78

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