



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SANT TULSIDAS COLLEGE

AT-REHLA, P.O-REHLA, P.S-REHLA, DIST.-PALAMU, JHARKHAND- 822124

822124

www.stdcollege.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Introduction :-SANT TULSIDAS COLLEGE, REHLA, Palamu is a Under Graduate level college affiliated to Nilamber Pitamber University, Medininagar which is imparting U.G. (Hons+Pass) level teaching in Humanities, Social Science & Commerce faculties. under New Education policy (NEP).

Keeping in mind the need of higher education particularly for girl students & on demand of local population, the college was established in 1985.

Location :-College is located at B. More. Rehla , Palamu, Jharkhand.

Affiliation:- In past the College was affiliated to Ranchi University, Ranchi. At Present Time it is affiliated in Nilamber Pitamber University, Medininagar and the affiliation has been granted by University, for the academic sessions 2010-2013 to 2024-28 after approval of the Higher Technical Education and Skill Development Department, Govt. of Jharkhand.

Subjects taught :-The College has affiliation in three faculties namely Humanities, Social Science and Commerce. The details of subjects being taught are as below upto Pass and Honours level courses :

Humanities	-	Hindi, English,Sanskrit, Urdu & Philosophy.
Social Science	-	History, Pol. Sc. Home Sc., Geography, Anthropology, Music , Psychology, Sociology, Economics, Maths.
Commerce	-	All Subject groups.

Vision

To nurture young creative, contributive, and optimistic minds in the backdrop of Indian ethics, inculcating in them, values that will make them complete human beings. To provide an all-around education that delivers knowledge, the development competencies in educators give them the confidence to stride into the educational world.

Mission

To enhance creativity and innovation by encouraging its students and members to be a great achiever in the competitive educational scenario.To make a ceaseless effort to make our vibrant human resources a competent

and contributive class in a knowledge society. To enable to make educators be the leaders of tomorrow in the educational world. To make them a partner in the progress of education and economic development of India. To create an atmosphere of belongingness, competitiveness, and brotherhood, among all color caste, and creeds of society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strength

- Dedicated and well versed faculty.
- About 4237 strength of the students in the campus.
- Green and Semi Urban environment of the campus
- NSS UNIT of the university.
- Excellent result
- Common Service Center (CSC): The presence of a Common Service Center (CSC) facilitates access to various government and citizen-centric services, enhancing convenience for students and staff.
- R.O. Water Facilities: Access to R.O. water facilities ensures clean and safe drinking water for students and staff, promoting health and hygiene on campus.
- Common Canteen: The presence of a common canteen serves the needs of both students and staff, providing a convenient dining option within the campus premises.
- . Wi-Fi Enabled Campus: The college offers a Wi-Fi free campus, enabling students and staff to access the internet for educational and research purposes seamlessly.
- Good Infrastructure/ amenities
- Outreach programmes for different needs of the society and social justice.
- Well-equipped laboratory
- Rich library with a large number of books.

Institutional Weakness

Institutional Weakness

- Financial resources are limited.
- Lack of transportation facilities.
- There is a need to enhance the scope and facilities for research in the college.
- The College doesn't enjoy autonomy so it can't frame its own curriculum and evaluation process.

Institutional Opportunity

Institutional Opportunity

- Enhance the employability of the students.
- Research oriented teaching.
- More social extension services.

- Application of folk language in teaching.
- More vocational courses for deserving students.
- There is scope for developing consultancy services that will add to the financial resources of the institution. Expanding these services will also encourage the faculty to take up consultancy work that will add to their practical experience.
- The linkage with the industry and other organizations, having a potential to employ the students graduating from the college, can also be strengthened. It will help increase the job opportunities for the students.

Institutional Challenge

Institutional Challenge

- Placement of all the pass out students .
- Overcoming the Financial crunch.
- Motivating the teachers to adapt to new technologies of teaching is a challenge.
- Increase in research activities by the faculties.
- Mentoring of such a large number of students.
- Fully ICT Enabled Classrooms.
- Opening Science faculty.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college offers education, (Honours and Pass course) in Arts and Commerce at UG level. The college does not have Autonomous status in matters of syllabus/ examinations it follows guidelines of Nilamber-Pitamber University to which it is affiliated. Care is taken to inculcate a spirit of eclecticism in the students in their approach to knowledge. They are encouraged to go beyond the syllabus and take a wider perspective than the requirement of passing an examination that may warrant. The experienced teachers are well equipped to take care of academic dispensation. The college enjoys basic computer education programme and students are encouraged to become IT literates. Curricular aspects are well implemented through advanced teaching- aids by the faculty with regularity and sincerity. All in all, there is great camaraderie between the students and the teachers. Self Defense classes have been also made compulsory for the students. Some add on certificate courses have been included for the skill and knowledge enhancement of the students like. Yoga, Computer literacy and English Spoken.

Teaching-learning and Evaluation

The college maintains transparent mode of admission of students to different programme of study. The admission process in to under graduate courses follows the instruction of the Government as it is done purely on the basis of merit and reservation policy through mechanism developed by Govt. of Jharkhand and communicated by the Department of higher education. Courses are covered in time and extra classes are engaged when ever necessary. A friendly and informal atmosphere prevails in and outside the classroom where

students are encouraged not to be passive listeners but to participate and interact Examination and Evaluation of answer books are conducted as per university rules. The University, the affiliating University, has not no mechanism for the college for unit test or internal assessment yet mechanism exists to check the progress of the learners. College provides technological edge for the benefit of the students in the form of classes through power point presentation through projectors, classes, unit tests as conducted by Sant Tulsidas College, seminars etc. Assessment of teaching is done through feedback from the students. The students are promoted to be self-sufficient using class room notes, internet facilities and use of library.

The faculties are encouraged to pursue research activities and publication of articles, chapters in books and original work of writing.

Research, Innovations and Extension

The College has been playing a proactive role in promoting research culture. All the research activities are monitored by the Research Cell of the college. It plays a pivotal role in inculcating research aptitude among students as well as teachers. Faculty members are motivated to undertake research projects and publications. Due to Covid 19 Pandemic, no seminars the last two academic years. Taking into consideration the need and value of research the faculty members are always motivated to publish their research papers in reputed international journals, as a result, the faculty members have published research papers in UGC recognized/Care listed/ refereed/peer-reviewed journals. In order to inculcate research aptitude among students and has been prepared participate in Research Project Competition. To develop entrepreneur quality among the students 'Start-up' and Innovation cell' organizes and sends students for attending workshops and experts lectures. social responsibility among the staff and students the College conducts various activities. Activities like tree plantation program, drug de-addiction campaign, To inculcate water conservation campaign etc. are carried out in the vicinity of the college

Infrastructure and Learning Resources

1. Sant Tulsidas College has own Land 6.19 Acres. In 2010 the College was inaugurated in the old building and teaching started from the academic session 2010-13 after due approval of all the statutory bodies. The old building is having a Principal's Chamber, Accounts Section, Fee Counter, Staff, Room, Laboratories, Library, College Office, Boys & Girls Common Room, Computer room, Separate toilet for Boys & Girls, Examination Department, N.S.S. room and Ten class rooms fully furnished as per requirement. The College old building has enough space for parking of vehicles & cycles. Apart from the old building, a new building known as new Academic building, has been constructed in the college premises. In the new Academic building Ten class rooms Principal's chamber, staircase, Six toilet sets has been constructed and one big multipurpose room (72'x28') was completed of the second floor.

In the main Building there are so many Faculty. Such as Principal's Chamber, Faculty Staff Room, Examination Department, Class Room, Library, Computer Room, Laboratory, Store room and all Faculty in the same Building.

Student Support and Progression

Students, being the backbone of the College, are always communicated about the commitment and

accountability of the College in terms of support. Along with the prospectus, the information about various support schemes is floated on the official website of the College. The financial aid in the form of various scholarships is disbursed from time to time to students as per the government norms. During the last five years, the total amount of Rs. has been disbursed under various scholarships. Along with the government scholarships the college also provides financial supports through students poor fund. The college has a Grievance Redressal Cell, an anti-ragging committee to prove into student's grievances. The complaints of students are redressed in a timely manner. Care is taken in resolving issues pertaining to Sexual Harassment. Along with the Anti Sexual Harassment Cell, the College campus is under CCTV surveillance and the result is that no such complaint is lodged to the committee.

Governance, Leadership and Management

1. **Governing Body of the College:** -In the light of section-60 of Jharkhand State University Act 2000 as amended up to date , the governing body of the College has been constituted. Following are the members of the Governing body of the College :

1.	Sri Ramchandra Chandravanshi	Chairman (Educationist)
2.	Dr. Shashinath Choubey	Secretary
3.	Sri. Santosh Kumar Mishra	Principal- Ex-Officio
4.	Sri Bishnu Dayal Ram	Member of Parliament Palamu
5.	Dr. Dillip Kumar	UR (University Representative)
6.	Sri Anurag Kumar Tiwari	S.D.O. Sadar Medininagar. Palamu
7.	Sri. Rakesh Kumar Shukla	TR (Teacher Representative)

Institutional Values and Best Practices

Institutional Values and Best Practices: Our institution values inclusivity, community development, and education for all. This best practice aligns with these values and showcases our commitment to fostering a more equitable and empowered society.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SANT TULSIDAS COLLEGE
Address	AT-REHLA, P.O-REHLA, P.S-REHLA, DIST.-PALAMU, JHARKHAND- 822124
City	REHLA
State	Jharkhand
Pin	822124
Website	www.stdcollege.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	SANTOSH KUMAR MISHRA	06584-299907	9430748524	-	stdcollege2009@gmail.com
IQAC / CIQA coordinator	RAKESH KUMAR SHUKLA	-	9430188158	-	rakeshkumarshukla82@gmail.com

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 minority institution	No

Establishment Details

State	University name	Document
Jharkhand	Nilamber-Pitamber 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
No contents				

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	AT-REHLA, P.O-REHLA, P.S-REHLA, DIST.-PALAMU, JHARKHAND- 822124	Urban	6.19	8195

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	BA,Hindi,	48	Intermediate	Hindi	500	131
UG	BA,English,	48	Intermediate	English	400	90
UG	BA,Sanskrit,	48	Intermediate	Sanskrit	100	0
UG	BA,Urdu,	48	Intermediate	Urdu	200	28
UG	BA,Geography,	48	Intermediate	Hindi	1250	238
UG	BA,Psychology,	48	Intermediate	Hindi	100	23
UG	BA,History,	48	Intermediate	Hindi	1350	366
UG	BA,Political Science,	48	Intermediate	Hindi	850	198
UG	BA,Sociology,	48	Intermediate	Hindi	150	20
UG	BA,Economics,	48	Intermediate	Hindi	250	52
UG	BA,Philosophy,	48	Intermediate	Hindi	150	22
UG	BA,Home Science,	48	Intermediate	Hindi	100	8
UG	BA,Anthropology,	48	Intermediate	Hindi	100	0
UG	BA,Music,	48	Intermediate	Hindi	100	0
UG	BA,Mathematics,	48	Intermediate	English,Hindi	100	0
UG	BCom,Accounting,	48	Intermediate	Hindi	200	47

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				16			
Recruited	0	0	0	0	0	0	0	0	10	5	0	15
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				34			
Recruited	0	0	0	0	0	0	0	0	4	2	0	6
Yet to Recruit	0				0				28			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				20
Recruited	12	5	0	17
Yet to Recruit				3
Sanctioned by the Management/Society or Other Authorized Bodies				22
Recruited	6	1	0	7
Yet to Recruit				15

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				0
Recruited	0	0	0	0
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/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	3	1	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	10	6	0	16
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	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	1	0	1
UG	0	0	0	0	0	0	0	0	0	0

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

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	977	0	0	0	977
	Female	246	0	0	0	246
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	348	159	281	218
	Female	69	34	40	33
	Others	0	0	0	0
ST	Male	53	14	20	7
	Female	8	1	4	0
	Others	0	0	0	0
OBC	Male	719	371	480	506
	Female	95	77	62	88
	Others	0	0	0	0
General	Male	122	75	97	107
	Female	25	34	22	35
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1439	765	1006	994

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The University under which this institution has been functioning has partly implemented NEP-2020. One book has already been introduced followed by NEP-2020 i.e “ETHICS AND VALUES”
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2. Academic bank of credits (ABC):	As a part of NEP-2020, the College has implemented Academic Bank of Credits (ABC ID) for all the UG students as instructed by the Nilamber-Pitamber University from the admission batch 2022-23 onwards
3. Skill development:	The College has organized the skill development programmes for all teaching and Non-teaching staff members. The College also implemented the skill enhancement course and the course on Ethics & Values for all the +3 2nd year (3rd & 4th semester students) and for all the UG students respectively. Apart from that the College has been organizing field trips and study tour in enhancing their skill development.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Departments like Sanskrit, Hindi do organized different programme every year to promote Indian Language and culture through offline mode. They normally organized Basanta Utsav & Birth Anniversary of different poets, Novelists and writers.
5. Focus on Outcome based education (OBE):	The College has been given utmost priority on outcome based education in the form of student's performance in different university Examination ethical and value based teaching gaining practical knowledge & experiences through study tour, industrial visit.
6. Distance education/online education:	The College does not have the facilities of distance Education / on-line Education. Some on-line classes were taken at the time of Covid-19 pandemic through Google meet.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. The College does have a voters' awareness cell established in 2018. The name of which was changed to Electoral Literacy club. Later it consists of the Principal as its chairman, two teachers' representatives & two students' representatives.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, the student's coordinator & coordinating faculty members are appointed by the college. Yes, ELC is functional. Yes, the ELC is not representative in character.

<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>These may include voluntary contribution by the students in electoral processes- participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. and initiatives such as organizing workshops on voter awareness, New voters registration etc.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Yes, different awareness programme was conducted with the support of District Election Officer and in the presence of District Collector. A group of students from the Political Science department made different awareness programme in the nearby villages to the public about their “Right to Vote” and to take active participation in the big National festival. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters. Around 10% of students are yet to be enrolled as voters in the electoral roll. The institution is on the way to motivate the eligible students to make sure of their enrollment in the voters list.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Determining the exact extent of students above 18 years who are yet to be enrolled as voters varies depending on factors such as the region, demographic profile of the college, and the effectiveness of voter registration campaigns. However, Sant Tulsidas College ELC conducts surveys and is trying to collaborate with local election commissions to obtain data on the number of eligible but unregistered students. As application process has been digitized, hence registration process can be done by self or by the help of a local election commission body.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1223	1439	765	1006	994

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 21

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	21	19	18	16

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
66.95	62.28	12.73	38.45	25.00

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Sant Tulsidas College, Rehla, Palamu, Jharkhand is affiliated under Nilambar Pitambar University, Palamu, Jharkhand and adheres to the University's curriculum. Sant Tulsidas College, Rehla, Palamu diligently carries out all academic programs in accordance with the curriculum guidelines set forth by the Nilambar Pitambar University. The current curriculum is based on the CBCS system, which went into effect in the academic year 2018–2019. Based on the official government calendar and the schedule provided by Nilambar Pitambar University, the college diligently formulates action plans to ensure the efficient execution of the curriculum. The staff council holds a meeting prior to the summer vacation in order to finalize the action plans for the upcoming academic year. The academic plan is prepared by the faculty members in accordance with the syllabus guided by the department HODs in order to impart effective teaching.

The Heads of Departments convene a departmental meeting to allocate the subjects for the different papers across various semesters. The timetable for each stream is published by the Time Table Committee, which is led by the Principal. Every faculty member develops a comprehensive course plan, which includes the selection of appropriate textbooks, the utilization of reference books, web resources, All teachers and students have been given the website Domain Address to access all the information about the Sant Tulsidas College. which contains all the information about the Institution. Various programs such as seminars, departmental seminars, workshops, study tours, skill development programmes, quiz and debate competitions are conducted to foster creativity and innovative thinking among students.

Distinguished experts from many fields are invited to share their knowledge and experiences with an aim to enhance the student's educational growth and development. Faculty members are encouraged to take part in refresher/orientation courses, workshops, seminars, etc. that are organized by the universities in accordance with government rules. Additionally, extracurricular activities like sports, games, and cultural programs are conducted. The college is organizing a range of activities aimed at instilling a value system among the students. These activities include NSS and also initiatives are taken related to social and environmental issues. All of the college's academic and non-academic activities are thoroughly planned and documented to ensure effective curriculum delivery

File Description	Document
Upload Additional information	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 300

File Description	Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.2.2

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

Response: 5.53

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	0	0	100	100

File Description	Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

The incorporation of crosscutting issues is of utmost importance, particularly in higher educational institutions, as it facilitates the transformation of students from normal to ethical individuals. The institute's programmes and courses cover interdisciplinary issues like gender studies, environmental studies and sustainability, human values, and professional ethics. The institute works to give stakeholders a healthy, sustainable environment as well as teach students ethics, morality, and other life skills. The institution has implemented the following curriculum-aligned crosscutting issue programs.

Gender equality advocates for social equality between men and women. It reduces violence against women and promotes human rights for all. The Women Development Cell and Internal Complaints Committee of our college aim to promote equality. The college also provides workshops and seminars focused on women's growth to enrich the college culture. We also celebrate International Women's Day and Women Equality Day.

Furthermore, we also promote awareness campaigns on women-related issues such as female foeticide, the dowry system, and child marriage. programmes are organized for female students to enable them to be as capable as males. The Grievance Redressal Cell of our institute helps students and female faculty members feel protected, provides counseling, promotes gender equality and resolves student-faculty issues. Various courses of the curriculum emphasize gender concerns.

a) Gender Issues: Reservation policies, constitutional provisions especially for women, visit to the court are covered in Political Science, Sex ratio, education of child mortality, water scarcity, drought, flood, pollution, urbanization and modernization and village surveys are practically exhibited through Geography, Gender issues in History, Demographic issues in Economics. In the literature of Hindi and English gender issues are tenderly revealed to the students. The issues of gender equality are best portrayed in poetry, drama and novels such as Pride and Prejudice, Three Sisters, Theories of Feminism, Stories of Premchand, Mahadevi Verma, Mamta Kalia, V.S. Khandekar and dramas of Tendulkar.

b) Environmental Issues: Environmental studies are compulsory subject at B.A-II & B.Com-II level and also some environmental issues included in the syllabi of History, Economics, Geography and English.

C) Human Values: Human Values are covered in curriculum of political science, Economics, History, Geography, Hindi, English and B.Com program.

d) Professional Ethics: In commerce and management professional ethics are inculcated with the subjects like Insurance, Fundamentals of Entrepreneurship, Accountancy, Mercantile Law, Business Environment and Business Communications. Communication and soft skill has place in many of these courses. Professional ethics are also integral part of curriculum in all programmes. In Commerce faculty, business skills, multifaceted economic and commercial values are incorporated among the students. There is a compulsory paper of Environmental Science in which a detailed project report is prepared based on the surrounding area.

File Description	Document
Provide Link for Additional information	View Document

1.3.2

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

Response: 16.43

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

Response: 201

File Description	Document
Institutional data in the prescribed format	View Document

1.4 Feedback System**1.4.1**

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

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 31.37

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

2022-23	2021-22	2020-21	2019-20	2018-19
1223	1439	765	1006	994

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
5900	2850	2850	2850	2850

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

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

Response: 36.03

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

2022-23	2021-22	2020-21	2019-20	2018-19
1095	538	412	526	546

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

2022-23	2021-22	2020-21	2019-20	2018-19
2950	1425	1425	1425	1425

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Student Teacher Ratio

2.2.1

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

Response: 58.24

2.3 Teaching- Learning Process

2.3.1

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

Response:

The teaching technique used by Sant Tulsidas College instructors is largely a student-centered approach that aids in the transformation of students from passive recipients to active and involved stakeholders in the teaching-learning process. The goals of encouraging these new learning methods are to instill the habit of reflection and critical analysis, to provide opportunities for students to take initiative, make decisions, to engage intellectually, creatively, emotionally, and socially, and to help them learn through mistakes and successes.

A number of social, cultural, and learner-centered programs are supported by the institution to improve experiential and participative learning. The campus routinely hosts seminars, workshops, debates, poster competitions, paper readings, essay competitions, quizzes, mono-action, dance, and song competitions, among other events, to help students develop their personalities on all levels. The hostel students take active part in these competitions. To foster creativity and a spirit of competition, the institution holds academic competitions between departments and inside the college. In accordance with the course syllabus, the mentors assist them as they work on projects. Teachers make their classes as participatory as possible, encouraging creative thinking and new interpretations. Departments use audio-visual technique, smart class rooms and projects to deliver immersive and participatory learning.

Internal evaluations are designed in such a way that they encourage pupils to work autonomously. Students must submit written tasks, which must be completed independently by conducting research on the assigned topic in order to boost confidence, develop writing abilities, and refine style. Student Seminars allow students to present their completed assignments in front of the entire class, allowing them to overcome nervousness on stage and build oratory skills. Aside from this, field work, projects, and other activities assist students to gain experience learning and problem-solving skills.

Techniques for fostering creativity and scientific bent of mind:

- **The institution focuses a great emphasis on social and moral components to instill healthy habits such as self-control, logical thinking, and leadership characteristics in order to nurture creativity and scientific bent of mind.**
- **Yoga and meditation camps, as well as Sarswati and Ganesh pujas, are held to emphasize spiritual education.**
- **We may promote the spirit of nationalism and internationalism by honouring key days and causes such as Independence Day, Republic Day, Environment Day, AIDS Awareness Day, Health Camps, Gender Sensitization Programs, and so on.**
- **The college promotes academic achievements by conducting conferences, workshops, seminars, and symposia and inviting prominent academics and personalities.**
- **The students have access to a well-stocked library where they may peruse reference books, e-journals, and newspapers.**
- **NSS Cell has been established for students to participate and integrate.**

ICT-Enabled Teaching: In the institute, ICT-enabled teaching approaches were offered. The institution

is dedicated to creating learner-centric settings by applying a range of scientific methodologies The Whatsapp group and Telegram are currently being used for group learning. Students use these way to exchange their notes and study resources.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 38

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	50	50

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

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

Response: 17.89

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

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

File Description	Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Internal and external evaluations are essential components of the teaching and learning process. Our institution has embraced the CBCS pattern, which is a higher education reform system. Our institution examination committee prepares and works out improvements in the internal evaluation process in collaboration with IQAC and department heads. Our college's internal assessment system is decentralized to improve transparency and objectivity. In general, there are two types of evaluations:

1. Internal assessments at the college level and 2. Systematic external examinations performed by the university. Our college's internal examinations are conducted and supervised by the examination committee. All of the college's teaching staff prepares the question papers and submits them to the examination committee on time. Prior to the university test, internal evaluation exams are held. In the college, the assessment is carried out by the relevant subject teacher. Students are provided answer booklets and are guided to improve their performance. Exam-related complaints are forwarded to the committee, which is chaired by the principle. Internal supervisors and internal squads are, however, assigned to ensure that tests run smoothly. If an issue arises during the examination, students can consult and apply queries to the exam committee. The committee first meets with the concerned teacher to discuss and address the situation. Internal test results are posted on the notice board, and students are given ample time and opportunity to settle any issues that arise. In general, there is a zero tolerance policy for student misconduct. So yet, no complaints have been filed at the college.

Each instructor prepares the question paper while keeping the college's ethical ideals and academic integrity in mind. Because it is an internal examination, students cooperate in very positive manner, and the assessment is conducted cheerfully. Continuous assessment system reforms are connected to making students more familiar with the university test pattern and creating interest in students. This increases the student's confidence in the university exams. As a result, there is limited room for assessment complaints. The university reevaluates papers based on the student's online application through the university portal.

Students are given a suggestion box in which to submit questions or suggestions for internal examination changes. All components of the procedure for dealing with examination-related complaints are transparent, time bound, and efficient. If there are any questions or objections about the evaluation, they are addressed on the same day. The institution follows open day practice in this regard. It improves the transparency and robustness of the evaluation process.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

To ensure students achieve the necessary certification, they must complete a comprehensive "programme" of study. This programme encompasses the knowledge and skills students should possess upon graduation, encompassing abilities, information, and behaviors developed as they progress through the curriculum. In the context of teacher effectiveness and student future prospects, both educators and learners must grasp the significance of Programme Outcomes (POs) and Course Outcomes (COs). Each academic session, instructors update subject syllabi, sourcing this information from the university's website and other relevant resources. An orientation program acquaints students with the academic environment, POs, and COs. Students receive detailed explanations from the principal and faculty members regarding course and program objectives, as well as syllabi for each topic. Syllabi are readily accessible in the college library and relevant departments, as well as on the affiliated university and institution websites for students' convenience. Any curriculum changes are promptly communicated through circulars from the principal, discussions led by responsible faculty, and WhatsApp group messages. Faculty members take special care to help students gauge their progress in relation to program and course expectations. Our college has delineated General Programme Outcomes to foster students' holistic development, including the inculcation of human and ethical values, independent learning, civic responsibility, environmental awareness, soft and life skills, leadership, teamwork, and analytical thinking.

These POs are:

1. Analytical Thinking: Fostering creative thinking to critically assess program and course components, gauge potential, and make informed intellectual, organizational, and personal decisions under critical circumstances.
2. Communication Effectiveness: Enhancing communication skills in listening, speaking, reading, and

writing. Proficiency in at least one Indian language and awareness of modern communication technologies. 3. Problem Solving: Identifying and defining problems, marshaling resources, generating solutions, and implementing action plans.

4. Social Interaction: Cultivating qualities like empathy, etiquette, and cooperation to overcome social biases and resolve day-to-day interpersonal challenges through mediation and reasoned conclusions.

5. Active Citizenship: Empowering students to transform into informed and proactive citizens who can contribute decisively to the nation's progress.

6. Value and Ethics : Inculcating a strong value system by emphasizing the importance of education, behavior, discipline, and fostering a welcoming and holistic environment.

7. Environmental and Sustainability Awareness: Promoting environmental friendliness, resource consciousness, and sustainable development through knowledge of natural resources and their constraints.

8. Self-Sufficiency: Equipping students with digital literacy to navigate the contemporary era and become self-reliant lifelong contributors to society, ready to tackle future challenges. In summary, a student's certification journey involves completing a comprehensive programme, understanding Programme Outcomes (POs), and Course Outcomes (COs), and achieving the General Programme Outcomes for holistic development. This multifaceted approach ensures that students are not only academically qualified but also equipped with valuable life skills and a sense of responsibility to society and the environment

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The institution meticulously achieves and assesses Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) through established policies, maintaining a stringent evaluation process aimed at both meeting and enhancing these outcomes. Each academic session commences with a dedicated orientation program, providing new students an opportunity to interact directly with the principal and esteemed faculty members. During these sessions, students focus on essential aspects of their academic journey, including the syllabus, overarching Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs). To ensure transparency and

accessibility, students are required to access their course syllabi from diverse sources, such as college libraries, relevant academic departments, and institutional websites, ensuring ready access to vital academic information. Esteemed faculty members, including the Heads of Departments (HOD), play a pivotal role in enlightening students about Program Specific Outcomes (PSOs) and Course Outcomes (COs), aiming to align students' academic paths with specific goals and expectations. Faculty members, devoted to nurturing their students, create mentor-mentee relationships, with each faculty member overseeing a group of students. These mentors champion the academic development of their mentees, proactively addressing academic challenges and guiding students toward success. Emphasizing their respective disciplines, faculty members engage students in meaningful discussions and provide valuable insights into Program Specific Outcomes (PSOs) and Course Outcomes (COs). Early in the academic session, mentors conduct learner assessments to categorize students as "slow" or "advanced" learners, using performance as a key benchmark for tracking progress. Mentors exhibit a remarkable commitment to student success, offering tailored support to slow learners through instructional notes, extra classes, supplementary materials, and assessments, nurturing and enhancing their skills. Advanced students benefit from a plethora of opportunities, including participation in enriching programs offered by the college's Internal Quality Assurance Cell (IQAC). These programs encompass national, state, and departmental seminars, faculty exchange initiatives, ICT-based classes, career development sessions, public speaking, and personality development courses, among other options. Adapting to the challenges posed by the Covid-19 pandemic, faculty members seamlessly transitioned to online instruction, distributing tutorial notes in PDF format via students' WhatsApp groups and Telegram, ensuring continuous learning. Project work and fieldwork are diligently executed in line with syllabus criteria by subject faculty, providing students with a holistic education.

Additionally, the institution adheres to University norms by promptly conducting mid-term examinations, serving as a vital benchmark. Mentors meticulously evaluate their mentees' performance based on examination results, facilitating continuous improvement and empowerment, ultimately enabling students to excel in end-of-term examinations. This comprehensive approach to program and outcome assessment fosters an environment of continuous improvement, mentorship, and academic excellence, reinforcing the institution's unwavering dedication to student success and holistic development.

File Description	Document
Upload Additional information	View Document

2.6.3

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

Response: 88.55

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

2022-23	2021-22	2020-21	2019-20	2018-19
396	224	206	238	606

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

2022-23	2021-22	2020-21	2019-20	2018-19
441	320	230	268	627

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.6

File Description	Document
Upload database of all students on roll as per 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 in the institution during the last five years (INR in Lakhs)

Response: 0

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

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Faculty members are encouraged to arrange conferences, seminars, and workshops as well as to attend and participate in them. Leave is offered, and money is provided, so that faculties can participate in activities inside the District head quarter and in National Level. Teaching staff are urged to further their education and register in part-time PhD programs. The College permits academic members to submit proposals for Minor and Major research programs, workshops, seminars, and guest lectures are organized by the Internal Quality Assurance Cell (IQAC).

Students of economics and commerce engage with small commercial activities. Information and communication technology have the potency to improve student learning and teaching Page approaches. So our institution provides ITC-based classrooms; we have only one class room fitted with LCD Projector. Particularly in terms of "Knowledge Comprehension," "Practical skill," and "Presentation skill" in subject areas such as Social Studies. Teachers can simply clarify difficult instructions and assure student comprehension using ICT.

Our institution's sole objective is to assist students in developing their technological ideas. Students are given the chance to visit various locations and institutions in order to gain meaningful exposure to a range of socio-economic issues and to gather important data about the neighborhood/study region. IQAC holds seminars on cutting-edge technological advances. The acquisition of exposure and real world experience by students is encouraged. By partnering with local communities.

Yoga practice have been conducted in this direction. Our college team is prepared to assist with rural restructuring and community development in and around the academy. Workshops on women's empowerment are regularly organized to assist women in improving their socioeconomic situation. We have signed memorandums of understanding with different institution for students and faculty exchange programme. To raise knowledge about entrepreneurship, initiatives are also planned in the areas of health, education, and farmer awareness rising.

File Description	Document
Upload Additional information	View Document

3.2.2

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

Response: 7

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	0	3	2

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

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

Response: 0.19**3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
3	0	1	0	0

File Description**Document**

Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.3.2**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response:** 0**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

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

File Description**Document**

Institutional data in the prescribed format

[View Document](#)

3.4 Extension Activities**3.4.1**

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

Response:

This college organizes a number of extension activities to promote institute-neighborhood community to sensitize the students towards community needs. The students of our college actively participate in social service activities leading to their overall development. The college runs effectively National Service Scheme Units. Through these units, the college undertakes various extension activities in the neighborhood community. NSS organizes different social activities in nearby village and several activities were carried out by NSS volunteers addressing social issues which include Child Marriage, Swine Flu Awareness, Constitution Day, cleanliness, SwachhtaAbhijan,, Van Mohatshav, Environmental awareness, Women empowerment, National Unity Day, awareness programme on Dowry, Child Labour and Human Trafficking, International No Tobacco Day, Free Eye Camp, Har GharTiranga, Azadi Ka Amrit Mohatsav, Voter Awareness Programme, Yoga Day, Youth Day, Human Rights Day, International Literacy Day, National Nutrition Week, Awareness Programme on Linking of Adhar number with Voter ID Card, Road Safety Week, International Day of Clean Air for Blue Skies, Booster Dose of Covid-19, Blood donation camp, Health check up camp etc.

Students aware of social issues through various programmes like Environmental Awareness, Personal Health and Hygiene, Diet awareness, Road Safety, Tree Plantation, Plastic eradication, Awareness Programme for on the Use of L.E.D Bulbs and Save Electricity, Programme on female foeticide ,Constitution Day ,Voters awareness, Blood group detection ,Health check -up camps, Blood donation camps, etc. All of the events stated above had a beneficial impact on the student and helped to strengthen student community relationships, leadership skills, and self-confidence. It also aided in the development of students' hidden personalities and raised student awareness

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

No government / government recognised bodies award and recognitions have been received.

3.4.3

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

Response: 11

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry,

community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	2	3	2

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration

3.5.1

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

Response: 8

File Description	Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Our institution boasts robust infrastructure and facilities that are vital for both academic and physical aspects of teaching and learning. Spanning approximately 6.19 acres, the campus features solid structural buildings covering about 64924 sqft of space. We have 10 classrooms, equipped laboratories, computer room, and one state-of-the-art smart classrooms. We also provide a well-stocked library, a spacious reading room, girls' and boys' common rooms, backup inverter, fire safety measures, CCTV surveillance, a canteen, and parking facilities.

We maintain well-equipped laboratories and smart classrooms with internet access. We organize study tours to historical locations to enhance academic interest and facilitate faculty participation in academic growth through seminars and conferences. Our library has undergone significant improvements, benefiting all members of the institution. We've also established an examination center with CCTV, Xerox, and internet access. Additionally, our institution features a multi-purpose room and enhancing the educational experience.

Participation in extracurricular activities is crucial for students' overall development. These activities include program by the NSS group, taking place in the central ground. Our institution maintains a vibrant extracurricular and cultural road map throughout the academic year, offering a diverse range of activities. Our seminar hall accommodates nearly 200 participants and is equipped with advanced audio-visual equipment, frequently hosting state and national-level seminars and social awareness programs. The Sports Committee plays a significant role in encouraging student participation in various sports, with dedicated facilities for volleyball, badminton, chess, and kabaddi. Cultural activities are an integral part of our institution's ethos, promoting cultural values and complementing academics and athletics. Our committees organize a diverse range of cultural activities in which students actively participate.

In conclusion, our institution's infrastructure comprehensively supports teaching and learning, fostering academic excellence and holistic development through cultural and sports activities.

File Description	Document
Upload Additional information	View Document

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 37.91

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
27.71	20.62	0.97	12.24	16.33

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Our college library serves as a beacon of knowledge and a pillar of academic support, offering an enriching environment that benefits both our students and faculty. It plays a pivotal role in enhancing the educational journey of our entire academic community and fosters a dynamic space for learning, research, and intellectual exploration. Our library is committed to providing an array of indispensable services to our users, including expert reference assistance, real-time updates on new arrivals, and efficient circulation services.

The library boasts a comprehensive collection of 3928 books, spanning a multitude of disciplines. This extensive collection comprises both reference materials and textbooks, ensuring that we cater to the diverse academic needs of our students and faculty members. In addition to our extensive print resources, our library has subscribed to various periodicals, journals, and magazines and a wide selection of newspapers both in English and local language. To ensure a conducive learning environment, the library features a dedicated reading room, which is equipped with modern amenities to provide an uninterrupted and comfortable study experience.

The library's operations, making it even more user-friendly and efficient. In conclusion, our college library is an indispensable resource for our academic community, offering a rich collection of print materials. Supported by a dedicated team of staff, we are fully committed to ensuring that our library remains at the forefront of providing excellent resources and services to our students and faculty members. We eagerly anticipate the successful completion of our library automation project in the near future, further enhancing the overall library experience.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1

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

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

Response:

In the contemporary landscape of digital education, our institution has prioritized and invested in its IT infrastructure to facilitate a dynamic and technology-driven learning environment. Recognizing the significance of keeping pace with technological advancements, our institution has been proactive in transitioning from traditional methods to cutting-edge technology tools. To cater to the evolving needs of the digital era, our college has established ICT-enabled smart classrooms and a state-of-the-art seminar hall with a seating capacity of up to 50 members. These smart classrooms have become an integral part of our pedagogical approach, empowering our faculty members with the essential tools, including projectors and laptops, to engage students effectively. We are committed to the continuous enhancement of our IT facilities and equipment. Every year, we allocate resources to upgrade our existing infrastructure, including computers, projectors, audio-visual aids, and more. Presently, we maintain a total of 20 computers and a laptop, which are actively utilized for both administrative and teaching activities. In response to the growing demand for digital resources, our college has recently extended its Wi-Fi connectivity to cover more areas within our campus. This expansion has been a significant step in

enabling our faculty to conduct classes and allowing students to access e-resources seamlessly online. To further this initiative, we are actively planning to transform the entire campus into a Wi-Fi-enabled environment. This development aligns with our commitment to reducing paper-based processes to the greatest extent possible, facilitated by the installation of 5G routers at various strategic locations. In addition to our commitment to infrastructure, our institution also places a strong emphasis on maintaining an updated website. We understand the importance of keeping all stakeholders well-informed, and our regularly updated website serves as a central hub for sharing the latest information, announcements, and resources. This not only benefits our students and faculty but also extends to our broader community of stakeholders. In conclusion, our institution's approach to IT facilities reflects a proactive commitment to embracing digital advancements and integrating technology seamlessly into our educational practices. We continue to invest in and upgrade our infrastructure, expand Wi-Fi connectivity, and maintain an up-to-date online presence to provide a comprehensive and modern learning environment.

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 61.15

4.3.2.1 Number of computers available for students usage during the latest completed academic year:

Response: 20

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 1.31

4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic

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

2022-23	2021-22	2020-21	2019-20	2018-19
2.10	0.00	0.00	0.60	0.00

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 46.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
1033	1117	255	96	0

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	View Document
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.2

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

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.3

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

Response: 0.24

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	0	2	4	4

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

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

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

Response: C. 2 of the above

File Description	Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document

5.2 Student Progression

5.2.1

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

Response: 0.58

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

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

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

2022-23	2021-22	2020-21	2019-20	2018-19
441	320	230	268	627

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

5.2.2

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

Response: 50

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

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

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities**5.3.1**

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

Response: 5

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

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

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document

5.3.2

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

Response: 5.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	6	6	6	4

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	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:

The institution's unwavering commitment to harness the power of its alumni network is not merely a declaration but a resounding reality, vividly portrayed by the presence of Alumni Association. This Alumni association is yet to be registered.

The Alumni Association stands as a cornerstone of the institution's developmental endeavors, playing a pivotal role in its growth and advancement. An inspiring quest to expand the horizons of the alumni network has been set into motion. The institution is actively and ardently pursuing a drive to enlist new alumni members into its ever-expanding family. These new recruits, bound by shared memories and a

common educational journey, are poised to breathe fresh life into the Alumni Association, making it an even more influential force for the institution's benefit. To champion the institution's developmental work, the college and its illustrious alumni meet to gather in intervals

This visionary campaign and meet invites alumni to contribute not just financially but also with their invaluable expertise and experiences. It serves as a testament to the shared commitment to propel the institution to greater heights. In a remarkable display of unity, the institution has decided to harness the expertise of local alumni members to address staff shortages. These alumni, provided they meet the requisite qualifications, have willingly offered their services, ensuring that the institution's academic mission continues unhindered. Furthermore, a progressive proposal to donate funds for the betterment of all the stakeholders. **“Abhiyan” initiative is in motion.** This initiative has the potential to infuse fresh energy into the college's developmental efforts, adding a new wing to its progress. It is a heartwarming demonstration of the alumni's dedication to ensuring the institution remains a beacon of academic excellence. The commitment to active alumni involvement extends to the institution's highest governing body. The remarkable inclusion of three distinguished alumni as members of the Governing Body signifies the profound impact that alumni have on shaping the institution's future. Their involvement is a reflection of the deep-rooted connection and mutual aspirations shared between the institution and its alumni.

In summary, this harmonious synergy between the institution and its alumni is a testament to their shared dedication to progress and their collective vision of fostering academic excellence, holistic development, and unwavering growth. Together, they forge ahead into a future defined by shared success, ambition, and achievement.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The institutional governance and leadership of Sant TulsiDas College, Rehela, Palamu demonstrate a commendable alignment with the institution's mission and vision. This college, situated in a remote district, is unequivocally dedicated to the provision of accessible, high-quality higher education, illuminating the path of knowledge for every student, even in the most distant corners of the region.

Vision :- To nurture young creative, contributive, and optimistic minds in the backdrop of Indian ethics, inculcating in them, values that will make them complete human beings. To provide an all-around education that delivers knowledge, the development competencies in educators give them the confidence to stride into the educational world.

Mission :- To enhance creativity and innovation by encouraging its students and members to be a great achiever in the competitive educational scenario. To make a ceaseless effort to make our vibrant human resources a competent and contributive class in a knowledge society. To enable to make educators be the leaders of tomorrow in the educational world. To make them a partner in the progress of education and economic development of India. To create an atmosphere of belongingness, competitiveness, ness and brotherhood, among all color caste, and creeds of society.

The governance structure is thoughtfully designed to prevent power concentration in the hands of a solitary individual, with various councils requiring unanimous consent for significant decisions. Through these committees and councils, the institution's faculty and staff actively participate in the decision-making process, significantly contributing to the effective governance of the college. This decentralized approach ensures that the institution's leadership and governance align harmoniously with its mission and vision, thereby facilitating the successful implementation of initiatives, including the National Education Policy. The College aligns with the NEP by promoting multidisciplinary education through a flexible curriculum and interdisciplinary courses. We have implemented an Academic Bank of Credits. Skill development is prioritized through workshops. The integration of Indian knowledge systems, cultural events, and language courses enriches students' heritage appreciation. Outcome-based education with specific, measurable learning outcomes and continuous assessment enhances student engagement and employability. Robust online education infrastructure, faculty training, and a blended learning approach cater to diverse learners, bridging the urban-rural education gap.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Sant Tulsidas College, Rehla, Palamu emphasizes the paramount importance of effectively deploying the institutional perspective plan and maintaining an efficient and proficient institutional body. This is evident through a well-structured framework of policies, administrative procedures, and appointment regulations. The governance structure of our college is comprehensive, involving key stakeholders including the Director of the Department of Higher Education, Jharkhand, the Governing Body, the Principal, staff members, students, and an array of committees. Each constituent plays a vital role in ensuring the seamless functioning of the institution and the preservation of an academically conducive environment.

The Principal, as the chief administrative officer, operates in unison with the Governing Body to meticulously execute policies devised to create and sustain an environment that fosters academic excellence. Administrative officers such as the Administrative Bursar and the Account Bursar, along with staff councils, including non-teaching staff, are entrusted with the responsibility of relaying daily college activities to the Principal. Their contribution is instrumental in maintaining the institution's operational efficiency. The functionality and efficacy of our institution are further enhanced by a plethora of committees and councils, comprising both faculty and students, which actively participate in executing tasks aligned with their respective charters. Noteworthy among these are the Internal Quality Assurance Cell (IQAC), Staff Council, Examination Committee, Discipline Committee, Development Committee, Grievance Redressal Committee, Women Empowerment and Sexual Harassment Committee, Anti-Ragging Cell, Purchase Committee, Athletic Council, Cultural Society and several others. These entities collectively contribute to the institution's comprehensive development in various aspects. Furthermore, our commitment to merit-based, transparent.

Additionally, our Governing Body actively participates in the recruitment of contractual and guest faculty members, ensuring that teaching and nonteaching staff vacancies are filled in accordance with government recruitment policies. In a time-bound manner, as prescribed by the State Government Placement Act.

The college's governance structure, the multifaceted roles of its committees, and its adherence to transparent recruitment and promotion processes collectively serve as a testament to its dedication to quality, professionalism, and excellence in higher education administration. Our institution has established a comprehensive performance appraisal system and effective welfare measures for both

teaching and non-teaching staff, in addition to avenues for career development and progression. This robust framework underlines our commitment to the overall well-being and professional growth of our staff members.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: C. 2 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Performance Appraisal System: In adherence to the Government of Jharkhand Service Rules, our institution has implemented an annual performance review system for teaching personnel. This system, approved by the government, mandates the submission of an annual Performance Appraisal Report (PAR) through on-line portal, providing a structured framework for performance assessment and professional growth. In addition to the annual PAR, the Principal verifies all lesson plans submitted by faculty at the end of each month, ensuring quality and adherence to academic objectives. The annual PAR, once reviewed and evaluated by the Principal, is electronically submitted to the Director of Higher Education for final approval.

The review process is comprehensive, involving a committee led by the Administrative Bursar and culminating in further action taken by the Governing Body by different welfare measure for teaching and non-teaching staffs members.

We actively encourage our faculty members to engage in professional development by covering registration fees for seminars and workshops. This not only enhances their expertise but also promotes departmental initiatives in organizing such events.

Advance Salary Provision: To support our staff in case of any delay in salary disbursement by the Management, the college provides the option of an advance salary from its own accounts, ensuring financial stability.

Wi-Fi Facility: In a bid to facilitate teaching learning and official work and preparation of study materials for ICT-based classes, our campus uses Wi-Fi access, promoting research and academic excellence.

Maternity Leave Provisions: Female faculty members are entitled to a generous maternity leave of 180 days, emphasizing our commitment to gender inclusivity and support.

Loan Guarantee: The college acts as a guarantor for loans sought by its employees from nationalized banks, facilitating access to funds for medical purposes, house construction, and renovation, emphasizing our commitment to staff welfare.

Leave Entitlements: Both Casual Leave and Extraordinary Leave are provided to our employees in accordance with government Leave Policy, ensuring flexibility for personal and professional needs.

Research Support for Ph.D. Pursuits: We accommodate faculty members pursuing doctoral research, offering flexibility in schedules and support, recognizing the importance of research in academic growth. In conclusion, our institution stands committed to nurturing a professional and supportive environment for our staff, characterized by a robust performance appraisal system, welfare measures, and avenues for career development.

File Description	Document
Upload Additional information	View Document

6.3.2

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

Response: 6.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	0	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

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

Response: 2.06

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

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

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

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

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

There is no scope for our institution to receive funds from any government or private sources excluding the collection of student fee. In addition, we conduct regular financial audits, both internal and external, to ensure transparency, accountability, and the seamless operation of the college. Resource Mobilization:

1. Funding Sources: The college relies on multiple sources of funding to sustain its operations. These include funds collected from students at the time of admission only.

2. Budgetary Planning: To maintain transparency and prudently allocate resources, a structured budgeting process is in place. At the outset of each fiscal year, academic departments, including the Library, Laboratory, Examination, and Sports, present their respective budgetary requirements in prescribed formats. These inputs are aggregated to form the annual budget. Careful consideration of the previous fiscal year's income and expenditure informs the preparation of the current budget. The budget is reviewed by the Principal and subsequently forwarded to the G.B for final approval. Rigorous checks ensure that actual expenses do not exceed allocated budget amounts at any stage.

Financial Audits: Financial audits are essential to ensure the integrity and efficiency of our financial operations, and we employ a dual approach: Internal Audit: A committee, nominated by the Principal and chaired by the Account Bursar, is responsible for executing internal audits of the college. This committee conducts comprehensive audits, scrutinizing various aspects, including stock, cashbooks, Utilization Certificates (UC) for developmental works, receipts and expenditure vouchers, counterfoils, transit registers, term deposit registers, and other financial documentation. Every expenditure is meticulously cross-referenced with supporting documents to ensure compliance with financial regulations and transparency.

External Audit: For external audits, we engage Chartered Accountant recognized by Local Fund Auditors. These auditors submit their reports through the Automation of Local Fund Audit. Audit reports are submitted to the relevant government department, and any concerns or discrepancies identified during the audit process are diligently addressed by the Principal, in collaboration with the accounts section. We

emphasize the regular and systematic execution of financial audits, which are fundamental to our commitment to financial transparency and accountability. These audits play a pivotal role in assuring stakeholders that our institution operates with the utmost financial integrity. This approach ensures that resources are effectively mobilized, optimally utilized, and that all financial operations adhere to established norms and regulations. Our commitment to this process highlights our dedication to fiscal responsibility and ethical financial practices.

File Description	Document
Upload 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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

Our Internal Quality Assurance Cell (IQAC) plays a pivotal role in institutionalizing quality assurance strategies and processes. It is committed to upholding the standards of quality education, ensuring the well-being of our students, fostering ethical and moral values, and nurturing responsible citizens. IQAC's contribution is substantial, encompassing comprehensive reviews of the teaching-learning process, operational structures, methodologies, and learning outcomes at regular intervals. This diligent approach enables us to record incremental improvements in various aspects of our institution.

Key Functions and Contributions of IQAC:

1. Strategic Action Planning: At the onset of each academic session, IQAC meticulously formulates an action plan for the corresponding year. This plan serves as a guiding framework for the institution, encompassing various facets of quality assurance. At the conclusion of the academic year, IQAC rigorously assesses the progress and effective implementation of the action plan, culminating in the preparation of an action-taken report. 2.Planning of Road Map: IQAC ensures a Road Map for the over all development of the institution for both academic and about reach performance. This Road Map facilitates effective planning and preparation for students.

3.Enhancing Teacher Quality: IQAC is committed to enhancing the quality of our teaching faculty. To achieve this, it organizes a wide array of activities, including seminars, webinars, workshops, and motivational programs, aimed at improving teaching and pedagogical skills. Faculty members are encouraged to participate in Faculty Development Programs organized by external institutions to broaden their knowledge and skills.

4. IQAC facilitates participation in subject-specific seminars, offers access to Wi-Fi for staff members, and provides e-journals by enriching faculty resources for research and academic excellence.

5. Community Awareness Campaigns: IQAC extends its role beyond the institution's boundaries by launching awareness campaigns within the local community. This includes critical initiatives during the COVID-19 pandemic, where the institution served as a quarantine center. IQAC played a vital role in disseminating crucial information about sanitation and social distancing rules to ensure the safety and well-being of the local populace.

6. Skill Development: IQAC actively supports skill development initiatives, fostering the holistic development of students and aligning education with practical skills that are vital in the professional world.

7. ICT Integration: Embracing the digital age, IQAC promotes ICT-enabled learning by facilitating ICT classes, ensuring students are adept in utilizing technology as a learning tool.

8. Student Feedback Surveys: IQAC conducts regular student feedback surveys to gather feedback from the primary stakeholders—our students. This feedback is critically analyzed to make informed improvements in various aspects of the institution. In summary, our IQAC is a dynamic and proactive entity, dedicated to upholding and enhancing the quality of education and fostering a culture of continuous improvement. Its contributions extend to various domains, ensuring that our institution remains at the forefront of providing quality education and holistic development. This approach aligns seamlessly with our commitment to excellence in education and institutional advancement.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

File Description	Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Our college has been dedicated to advancing gender equity and sensitization within our academic institution over the past five years. This period has seen significant progress in a range of areas, encompassing curricular and co-curricular initiatives, the provision of essential facilities for women, and robust security measures on campus. As part of our unwavering commitment to gender equity, we have taken concrete steps to integrate gender-sensitive elements into our academic and co-curricular framework:

1. Gender-Neutral Curriculum: Our curriculum now encapsulates a gender-neutral approach, recognizing and embracing diverse gender perspectives. This is achieved through the incorporation of gender-focused modules that encourage critical examination of gender discrimination, women's rights, and the broader spectrum of gender-related issues.
2. Gender Sensitization Workshops: Our college has actively organized numerous gender sensitization workshops and seminars. Eminent resource persons from across the state have been invited to lead these programs, facilitating meaningful dialogues on gender-related topics and raising awareness among students and faculty.
3. Here are some key security and safety measures that our colleges typically provide: 1.Adequate lighting is ensured throughout the campus, including pathways and parking areas, to enhance visibility and deter potential safety concerns.
- 4.strategically placed of surveillance cameras, especially in sensitive areas, to monitor campus activities.
5. Clearly defined anti-harassment policies, including processes for reporting, and addressing incidents.
- 6.Periodic educational programs and workshops on gender sensitization to promote awareness.
7. Conduct safety drills and awareness campaigns to prepare students for emergency situations.
8. Collaborate with local law enforcement agencies to maintain a secure campus-community connection.
- 9.Student volunteers from the NSS actively engage in the presentation of street plays, organization of rallies and coordination of camps, all with the overarching aim of promoting awareness surrounding women's safety and fostering a heightened sense of gender sensitivity.

- 10.Active Women's Cells within the college for addressing gender-related concerns and supporting female students.
11. Implement anonymous reporting mechanisms for students to comfortably report incidents or concerns.
- 12.Access to counseling services for students requiring emotional support or guidance.
- 13.Female faculty members provide accompanying supervision to female students during outdoor activities and NSS Camp.

File Description	Document
Upload Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Geo-tagged photographs/videos of the facilities.	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document

7.1.3

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

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

Response: C. Any 2 of the above

7.1.4

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

Response:

Sant Tulsidas College, Rehla, Palamu has made commendable efforts and taken numerous initiatives to foster an inclusive environment that promotes tolerance, harmony, and diversity. These initiatives aim to embrace cultural, regional, linguistic, communal, and socioeconomic diversity within the college community. Additionally, the institution has been actively engaged in sensitizing students and employees to their constitutional obligations, emphasizing the values, rights, duties, and responsibilities of citizens.

1. **Cultural and Regional Inclusivity:** Sant Tulsidas College, Rehla, Palamu celebrates the rich tapestry of cultures and regions that its students and staff come from. The institution organizes cultural festivals and events that showcase the diversity of traditions and practices within the college community. This not only promotes an appreciation for various cultures but also provides a platform for students to learn about their peers' backgrounds.

2. **Linguistic Diversity:** Recognizing that language is an integral part of identity, the college promotes linguistic diversity. It offers language courses and encourages the use of multiple languages within the campus. This not only ensures that students are comfortable expressing themselves in their preferred languages but also breaks down language barriers that can often lead to misunderstandings and conflicts.

3. **Communal Harmony:** Sant Tulsidas College, Rehla, Palamu is committed to fostering communal harmony. It organizes regular dialogues, discussions, and seminars on topics related to religious and communal diversity. These events promote understanding and empathy among students and staff, helping to reduce prejudice and discrimination.

4. **Socioeconomic Inclusivity:** This College has implemented financial aid programs and scholarships to ensure that students from diverse socioeconomic backgrounds have access to quality education. By removing financial barriers, the institution allows students to focus on their studies and personal development rather than worrying about their financial situations.

5. **Sensitization to Constitutional Obligations:** Sant Tulsidas College, Rehla, Palamu places a strong emphasis on educating its students and employees about their constitutional obligations as citizens. Regular workshops and seminars are conducted to discuss fundamental rights and duties as outlined in the Indian Constitution. These sessions help individuals understand their role in upholding the rule of law and promoting social justice.

6. **Values and Responsibility:** The College has integrated a values-based curriculum into its academic programs. It encourages students to reflect on and develop a strong sense of ethics, responsibility, and social consciousness. This instills in them a commitment to the betterment of society and a realization of the power and responsibility they hold as citizens.

7. **Diversity and Inclusion Committees:** Sant Tulsidas College, Rehla, Palamu has established committees focused on diversity and inclusion. These committees actively work to address issues related to discrimination, prejudice, or bias within the institution. They also serve as a platform for individuals to

raise concerns and suggest improvements.

8. Open Forums and Debates: Regular open forums and debates are organized where students and staff are encouraged to express their opinions on various societal issues. These events provide a safe space for individuals to engage in constructive dialogue, express their perspectives, and gain a deeper understanding of different viewpoints

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:

Sant Tulsidas College, Rehla, Palamu exemplifies commitment to holistic development and community engagement. We've implemented two transformative "Best Practices" Promoting Gender Education and Empowerment in a Rural Paradigmthe first, addresses gender disparities and early marriages. The second, "Empowering Rural Communities Through NSS Activities," bridges educational gaps and serves marginalized communities.

Our mission: positive change through inclusivity, community development, and education for all. These best practices inspire change and foster responsible, well-rounded individuals, aligning with core values. We hope to inspire institutions worldwide to adopt similar transformative initiatives.

BEST PRACTICE-1

Title of the Practice: Promoting Gender Education and Empowerment in a Rural Paradigm

Objectives of the Practice: The primary objective of this best practice is to promote education and empowerment, with a special focus on girl students, in the local rural context. The underlying principles of this practice include gender inclusivity, community engagement, and holistic development. By organizing various programs and initiatives, Our aim to: Raise awareness on gender-related issues. Provide self-defense skills and knowledge to enhance personal safety. Collaborate with local community organizations to address critical topics like child marriage. Empower students to engage in community surveys and discussions on pressing social concerns. Promote a safe and inclusive campus environment through security measures like CCTV installation and grievance mechanisms. Foster debate and critical thinking on women-centric issues. Achieve gender balance in enrollment and reduce early marriages. Produce more female graduates, contributing to societal transformation.

The Context: The college is located in a rural area where gender disparities, early marriages, and lack of awareness on women's rights were prevalent challenges. The need to address these issues and provide quality education and empowerment opportunities to girl students in this context drove the design and

implementation of these practices.

The Practice: In the Indian higher education context, our college's practice is distinctive for its targeted efforts to empower and educate girls in a rural setting. We have organized several key initiatives: Celebrating International Women's Day annually to promote gender equality. Conducting workshops on gender sensitization to educate and raise awareness. Offering self-defense programs to enhance personal safety. Collaborating with local agency to conduct awareness programs. NSS organizing programs on child fetus, domestic violence, and early marriage. Observing Nutrition Week and Breastfeeding Week in partnership with local medical professionals. Installing CCTV cameras for the safety of girl students. Placing complaint boxes for grievance redressal. Hosting debate, quiz competitions on women-centric topics.

Evidence of Success: The practice has yielded significant outcomes: A notable increase in the enrollment of girl students relative to boys. Reduction in early marriage rates within the community. A substantial rise in the number of female graduates in a traditionally male-dominated region. These results indicate the effectiveness of the practice in achieving its objectives.

Problems Encountered and Resources Required: While implementing the practice, we encountered challenges related to resource constraints and community engagement. Additional resources, such as funding for awareness programs and enhanced community involvement, would further strengthen the practice.

Notes (Optional): This best practice can serve as a model for institutions aiming to address gender disparities and promote education and empowerment, particularly in rural settings. It emphasizes the importance of community engagement, gender inclusivity, and holistic development. By adopting similar strategies, institutions can contribute to broader societal transformation and gender equality.

Institutional Values and Best Practices: Our institution values inclusivity, community development, and education for all. This best practice aligns with these values and showcases our commitment to fostering a more equitable and empowered society.

BEST PRACTICE-2

Best Practice: "**Empowering Rural Communities Through NSS Activities**"

1. **Objectives of the Practice:** The primary objectives of this best practice are to: Provide higher education to socially and educationally deprived communities in rural Palamu District. Foster self-confidence and self-reliance among students from remote villages. Deliver quality education and facilities to bridge educational gaps. Promote community service and the philosophy of "Humanity above all" through NSS activities. Raise awareness on various social and health-related issues. Encourage active student involvement and community participation in positive change.

2. **The Context:** The practice was initiated in response to the following contextual features and challenges: Lack of higher education facilities in rural Palamu District. The need to address educational

disparities and uplift socio-economically deprived communities. The desire to instill a sense of social responsibility and citizenship among students. To combat issues like lack of sanitation, awareness on health, and substance abuse in the community.

3. The Practice: The college's best practice is characterized by: Offering undergraduate programs in various disciplines, addressing the educational gap in the region. Integration of NSS activities into the curriculum. Organizing winter Special Camps, and other outreach initiatives in different villages. Addressing community issues through awareness programs, rallies, and campaigns. Celebrating important national and international days to raise social consciousness. Promoting eco-friendly practices, such as cleaning the campus and tree plantation. Empowering students to participate in discussions, debates, and competitions on social and climate issues. This practice is unique in the context of Indian higher education due to its focus on community service and the direct impact on rural areas, making the institution a beacon of change in the region. The constraints faced include limited resources and geographical challenges of reaching remote villages.

4. Evidence of Success: The evidence of success is seen in: Increased student participation in NSS activities. Improved awareness in the community on various issues, leading to behavioral changes. Positive feedback from adopted villages, indicating the impact on their well-being. Successful organization of diverse programs and activities. Students' understanding of their role as responsible citizens.

5. Problems Encountered and Resources Required: Problems Encountered: Limited resources for outreach activities. Geographical challenges in accessing remote villages. Balancing academics with community service.

Resources Required: Increased funding for outreach initiatives. Transportation facilities to reach remote areas. Faculty support and guidance for curriculum integration.

7. Institutional Values and Best Practices: Our college is committed to the values of inclusivity, community engagement, and holistic education. We believe in nurturing socially responsible citizens who contribute to the betterment of society.

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:

Sant Tulsidas College, Rehla, Palamu has positioned itself as a pioneer in the realm of digital learning, harnessing a multitude of platforms to offer a comprehensive and dynamic educational experience. In this transformational journey, the college has embraced several key elements that not only bridge the gap between traditional and digital learning but also foster an environment where education is accessible, engaging, and rich in resources. Let's delve into each of these facets in detail:

1. Live Classes via Google Meet and Zoom: Sant Tulsidas College, Rehla, Palamu recognizes the power of popular video conferencing tools such as Google Meet and Zoom. These platforms serve as the conduits for delivering live classes. Through the screens of students' devices, these digital classrooms come alive, allowing for real-time interaction with instructors and peers. This continuity in education, facilitated by technology, is particularly invaluable in a world marked by flexibility and adaptability.

2. Material Distribution through Messaging Apps: Efficiency and convenience are hallmarks of the college's approach to learning. To enable students to access educational materials with ease, the institution employs messaging apps like WhatsApp and Telegram. These platforms serve as channels for the swift distribution of learning resources and study materials. Through this approach, students have the convenience of digital access to their educational materials, enhancing their ability to engage with their coursework.

3. State-of-the-Art IT-Enhanced Classrooms: In its quest for excellence in education, Sant Tulsidas College, Rehla, Palamu boasts state-of-the-art IT-enhanced classrooms. These facilities have been meticulously designed to create a technologically enriched learning environment. Within these classrooms, students are immersed in an educational setting that seamlessly blends technology with traditional teaching methodologies. This approach not only keeps the college at the forefront of educational innovation but also ensures that students receive a well-rounded and contemporary learning experience.

4. Online Degree Examinations: Recognizing the need for adaptability and accessibility, the college has transitioned to online degree examinations during Covid-19. This transformative step enables students to undertake their assessments from the comfort of their own surroundings. By eliminating the need for physical presence in an examination hall, Sant Tulsidas College, Rehla, Palamu has embraced a student-centric approach that empowers learners to take control of their education. This evolution in examination methodology aligns with the contemporary demands of students and the evolving landscape of education.

Courses via IQAC: Beyond academics, the college places a strong emphasis on the holistic development of its students. To this end, Sant Tulsidas College, Rehla, Palamu offers Co-Curricular Activity (CCA) courses through its Internal Quality Assurance Cell (IQAC). This initiative enriches the overall educational experience by providing students with opportunities to engage in activities that extend beyond the traditional classroom. It fosters a sense of balance and well-rounded growth that is essential for today's learners.

6. Webinars: One of the college's distinguishing features is its commitment to providing a global perspective to its students. This is achieved through the provision of opportunities to engage in online webinars. These webinars serve as windows to the world, offering insights and knowledge that transcend geographical boundaries. Students benefit from exposure to diverse viewpoints and the latest developments in various fields, expanding their horizons and encouraging a global mindset.

The college maintains a robust library that serves as a hub for a wide array of resources and scholarly content. This repository enriches the research capabilities of students and enhances their learning experience. It provides them with a convenient platform to access a wealth of knowledge, making research and study more accessible and engaging.

In summary, Sant Tulsidas College, Rehla, Palamu approach to digital learning is a testament to its commitment to modern and innovative education. By skillfully integrating a variety of digital tools and platforms, the college has created an educational environment that places students at the center of their

learning journey. This approach not only makes education more accessible and flexible but also enriches it with a global perspective and a wealth of resources. Sant Tulsidas College, Rehla, Palamu has successfully bridged the gap between traditional and digital learning, ensuring that its students are well-prepared for the challenges and opportunities of the modern world.

5. CONCLUSION

Additional Information :

In the college, there are very good environment. There are Co-education in our college . Our college is situated near Garhwa Road Junction in Railway in Palamu District . A aditya Birla Chemical Plant is very close near our college. One Student of our college is NET Qualified and two students of our college are Gold medalist in there faculties in Nilambar Pitamber University. All staff are well educated and always ready to help is other and needy students. The campus of our college is so clean. All rooms of our college is airy and well electrified. All staff taken there classes daily very impressive.

Concluding Remarks :

Our College is always ready to improve the performance of all students. all staff of our college are very corporative and help nature . The Secretary and principal are both very helpful and kind-hearted person. Many students of our college taking higher education in different Universities and achieved there target. Many students achieved different types of job in different areas. There are very good atmosphere of our college. The campus of our college is always greenery and clean.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																			
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 220 Answer after DVV Verification: 201</p> <p>Remark : DVV has made changes as per supporting documents shared by HEI and values have been downgraded due to repetitive names</p>																																			
1.4.1	<p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p> <p>Answer before DVV Verification : B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies Answer After DVV Verification: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies Remark : DVV has made necessary changes</p>																																			
2.1.2	<p><i>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats) Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>1105</td><td>1292</td><td>656</td><td>887</td><td>852</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>1095</td><td>538</td><td>412</td><td>526</td><td>546</td></tr></table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>2950</td><td>1425</td><td>1425</td><td>1425</td><td>1425</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	1105	1292	656	887	852	2022-23	2021-22	2020-21	2019-20	2018-19	1095	538	412	526	546	2022-23	2021-22	2020-21	2019-20	2018-19	2950	1425	1425	1425	1425					
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2022-23	2021-22	2020-21	2019-20	2018-19
2950	1425	1425	1425	1425

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded due to excess of seats in reserve category

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	0	3	2

Remark : DVV has made necessary changes

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	2	3	2

Remark : DVV has made necessary changes

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

1. Implementation of guidelines of statutory/regulatory bodies

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : DVV has made necessary changes

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	4	3	3	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
441	320	230	268	627

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

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has made necessary changes

5.3.2

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
70	0	0	67	60

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	6	6	6	4

Remark : DVV has made necessary changes

6.2.2

Institution implements e-governance in its operations

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

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: C. 2 of the above

Remark : DVV has made necessary changes

2.Extended Profile Deviations

ID	Extended Questions				
1.2	Number of teaching staff / full time teachers year wise during the last five years				
	Answer before DVV Verification:				
	2022-23	2021-22	2020-21	2019-20	2018-19
	21	21	22	19	19
	Answer After DVV Verification:				

2022-23	2021-22	2020-21	2019-20	2018-19
21	21	19	18	16