



# **SELF STUDY REPORT**

**FOR**

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

**GOVT. TULSI COLLEGE ANUPPUR**

GOVERNMENT TULSI COLLEGE, JAITHARI ROAD ANUPPUR, DIST.-  
ANUPPUR (M.P.)

484224

[www.gtcanuppur.ac.in](http://www.gtcanuppur.ac.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**July 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Government Tulsi College Anuppur (M.P.) was established on 01 July 1972 as a non-government college by an autonomous study committee named Tulsi Study Committee formed at the local level. Since its inception, the college is affiliated to Awadhesh Pratap Singh University, Rewa (M.P.) for its degree courses. A major date in the history of Government Tulsi College came when Madhya Pradesh Government, Higher Education Department's. Since 1986, it has been brought under the administration. At present Government Tulsi College is the leading college of the district.

The institution is recognised under sections 2(f) and 12(B) of the UGC Act 1956. It is a beneficiary of the Rashtriya Uchchar Shiksha Abhiyan (RUSA), which supports infrastructural development, and also of the World Bank-funded MPHEQIP initiative led by the Department of Higher Education, Government of Madhya Pradesh.

The college also has Tribal Status. The college campus is spread over 13.55 acres and currently around 2500 students are studying, most of whom are from ST, SC and OBC categories. The college also has Tribal Status. At present, a total of 20 UG and PG programs of Arts, Commerce and Science are being run in Tulsi College.

Public Participation Committee (Registration No. 2090 dated 22.08.1997) has an important role in the administration of the college.

### Goals

#### 1. Short term goals

- Starting new courses and certificate courses under the National Education Policy.
- Starting post graduate courses in Mathematics and Physics.
- Develop modern library.
- Develop sports facilities.
- Enter into Memorandum of Understanding (MoU) with institutions.
- Sending proposal to Higher Education Department for construction of additional rooms keeping in view the number of students

#### 2. Mid-term goals

- Increasing the admission and enrolment ratio in newly started courses.
- Digitization of library and development of reading room.
- Developing sports grounds and increasing sports resources.
- Protection and promotion of cleanliness and environment.
- Development of facilities for the disabled.
- Management training of locally available resources.

#### 3. Long term goals

- Striving to improve the teacher-student ratio.
- Leading the college towards the Centre of Excellence.
- To establish Research and Advanced Study Centre.

## **Vision**

### **Vision**

Multidimensional development of the youth of tribal areas by providing them opportunities for quality, interdisciplinary education and research.

### **Motto: “sa vidya ya vimuktaye”**

forms part of a verse appearing in Vishnu-Purana (1.19.41).

Meaning: That which liberates is knowledge

## **Mission**

### **Mission-**

- To create a comprehensive outlook among the youth of remote areas of Anuppur district by providing inter-disciplinary education.
- To build and enhance skills, capacity by conducting vocational courses which will be helpful in fulfilling the objectives of self-reliant India.
- To connect marginalized students with the facilities of reputed institutions of the country.
- To create awareness about community responsibilities by providing practical knowledge through field-based activities.

### **Objective-**

- To enhance the skills and competencies in the younger generation in all the areas necessary as per the scenario of business and entrepreneurial society to play a positive role in the society.
- To provide an environment for inculcating self-confidence, personality development, investigative tendencies, sense of equality and patriotism in the younger generation

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

### **Institutional Strength**

- Our college recognised as Peime Minister College of Excellence (PMCEO).

- College funded by RUSA, MPHEQIP and World Bank.
- Education at minimum fees for students of remote areas located at the district headquarters.
- Increase in the number of officer staff over the years. Adequacy of staff.
- Availability of all college related data in digital format.
- Effective implementation of NCC, NSS, Red Cross, Red Ribbon, Swami Vivekananda Career Guidance Scheme Cell, Scholarship Scheme and Women Harassment Cell.
- The college has website and minimum range of Wi-Fi campus.
- Reading room and computer facility in the library.
- Regular organization of seminars, workshop and webinars.
- Conducting certificate courses.
- Registration of Alumni Association.
- Regular training and guidance for NAAC assessment by the Higher Education Department.
- Open gym for college students, staff and local community for health fitness.
- Better parking arrangements in the college.
- Highest passing rate of college students.
- Green and clean campus.
- Higher enrollment rate of tribal girl's students.
- Supervised and regular publication of curriculum, syllabus, academic calendar, and time table.
- Implementation of all government schemes like Medhavi Yojana, Sambal Yojana.
- Remarkable and commendable performance of students in sports, representation of many students at the state and national level.
- Regular attendance rate of students.
- Transprant examination and CCE pattern.
- Teaching by blended mode (Online and Offline).
- Regular meeting organizes by IQAC in college for development of college excellence and research activity.
- Conducting certificate courses at department level.

### **Institutional Weakness**

- Student-teacher ratio exceeding the standard level.
- Adequate infrastructure in proportion to students.
- Inadequacy of teaching rooms.
- Adequate infrastructure for disabled people.
- Adequate campus and playground.
- The institution being a state government institution is subject to official transfer at any time.

### **Institutional Opportunity**

- Availability of adequate, skilled, and efficient human resources in academic and non-academic fields.
- Opportunity for better performance in NAAC.
- To establish the college as a postgraduate level status and research centre.
- To provide better opportunities to the students by making them capable and skilled.
- To contribute in making the mission of self-reliant India successful by developing vocational skills in children.
- Providing employment related guidance to students through Swami Vivekananda Career Guidance

Scheme.

- To arrange employment training through various MoU's through vocational courses.
- Working with team spirit.
- To provide better, quality, and employment oriented modern education to tribal girl students.

### **Institutional Challenge**

- Inadequate infrastructure.
- High dropout rate.
- Inadequate transportation facilities to reach the college.
- Lack of technical skills as per market demand.
- Lack of resources and lack of employment opportunities at the local level.
- Long distance between university and college.
- Absence of research centre.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

At present, a total of 20 UG and PG programs of Arts, Commerce and Science are being run in Tulsi College. Our college runs the prescribed syllabus by APS University, Rewa (MP). Once we receive the curriculum for the academic session, time table, the teaching plan is prepared for the whole session by daily diary maintenance, attendance register and such other activities like extra classes, remedial classes etc. Our Institution is following rules and regulations according to the direction and curriculum of the higher education department and affiliated University. We take CCE per semester/year in UG and PG Classes. Setting of Question Papers for UG/PG Programs.

New Education Policy (NEP) 2020 was implemented and 6 vocational courses were started by the college in session 2021-22. Horizontal and vertical mobility, interdisciplinary choices, Multidisciplinary education, credit system, along with multiple entry and exit points, are provided. Faculty members E-Content Development of Department of Higher Education, Government of Madhya Pradesh.

College has introduced add-on and certificate courses on regular basis. workshops, seminars, conferences, skill development trainings are organised for the holistic development of students. The local chapter on the SWAYAM portal has been opened.

Field projects, internships, and community engagement are integrated into the curriculum of all UG programs, providing practical knowledge, while project work forms a part of the syllabus for all PG final year programs.

In the beginning of every session, Zero and induction Classes are organized in which students are made aware of the syllabus and other facilities provided by the college.

Cross-cutting issues such as gender, environment and sustainability, human values and professional ethics are embedded in the curriculum of UG and PG programmes. Reservation Policies, Constitutional Provisions especially for women are covered in Political Science. Gender issues in History, Demographic issues in Economics. The issues of gender equality are best portrayed in poetry, drama, novels etc Environmental Studies

are compulsory at UG Level.

Feedback from different stakeholders like students, teachers, parent, employer and alumni is taken at the end of the academic session. Improvement actions have been taken, and detailed reports and analyses have been prepared and hosted on the college website.

### **Teaching-learning and Evaluation**

The Teaching-Learning Evaluation systems have been designed to fit the institution's vision and mission, preparing students to face and succeed in a competitive world while also imbibing and upholding moral values. The institution admits students through online process as per the reservation policy of the Government of Madhya Pradesh and University. There are qualified and dedicated faculty members who update and upgrade themselves through various training programmes. Faculty members use ICT tools for teaching, learning and evaluation. Wi-Fi-enabled campus, ICT enabled classrooms, and well-equipped laboratories are all employed extensively in the teaching and learning process. The induction programme is organized to the fresher's every year to acquaint them with National Education Policy 2020. The students and faculty members are provided with the academic calendar at the beginning of the year, which comprises the information about the activities of the college and their function.

Student-centric experiential learning, participative learning, and problem-solving techniques are encouraged through ICT-integrated pedagogy, which includes PowerPoint presentations, group discussions, assignments, laboratory work, field visits, and study tours. Additionally, national and international webinars, conferences, workshops, and invited lectures enrich their learning experience by facilitating interaction with world-class academicians.

Continuous internal assessment allows students to immediately assess their learning outcomes and reset their learning styles. The internal assessment includes various modes such as class-tests, classroom seminars, group discussions, objective questionnaires, online quizzes, surprise tests, open book examinations, home assignments, report writing, role plays, and Power Point Presentations. The evaluation system of the institution comprises Continuous Internal Assessment and Summative Examination, which are robust and transparent. Reforms are implemented in the assessment whenever the need arises. A Grievance Committee also looks into examination related problems of the students. Appropriate measures are taken for slow and advanced learners to enhance their performance.

Course Outcomes (COs) and Programme Outcomes (POs) are well framed and the faculty members are directed to comply with the same. The CO attainment is calculated for each course by indirect methods. The institution administers a survey among students to gauge their satisfaction with the teaching and learning environment.

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

Government Tulsi College, a cornerstone of academic excellence in Anuppur district, has received substantial funding of 7 lakhs from the M.P. State Biodiversity Board and MPHEQIP for research initiatives. This support has enabled the institution to foster a robust research environment, resulting in the publication of 39 research papers in UGC CARE-listed journals and other peer-reviewed journals. Additionally, 8 books/chapters and numerous papers in national and international conference proceedings have contributed to the academic

discourse.

The college is dedicated to creating an innovation ecosystem through 18 workshops, seminars, and conferences, focusing on Research Methodology, Intellectual Property Rights (IPR), and other relevant topics. These initiatives aim to facilitate knowledge transfer and cultivate a research-oriented mindset among faculty and students.

Beyond academia, Government Tulsi College actively engages in extensive outreach programs. Activities encompass environmental awareness, plastic-free campaigns, health and hygiene drives, voter awareness, COVID-19 protocols, vaccination awareness, blood donation, Swachh Bharat, Pulse Polio Alleviation, disaster management, child labor, and drug abuse awareness. These efforts are organized through NCC and NSS, enhancing students' community sensitivity and holistic development. Participation in national camps and the Republic Day Parade further enriches their experience.

The college has established 44 MOUs with various governmental and non-governmental organizations, facilitating collaborative activities such as Cultural activities, Student Filed Project, Industrial visit of students, Health checkup camp webinars, expert lectures, workshops, and training programs. These collaborations not only enrich student learning but also contribute to institutional growth and development.

Innovation and research are further promoted through initiatives like the periodic table Rangoli competition organized by the Chemistry Department, alongside the cultivation of medicinal plants in the botanical garden. During the COVID-19 pandemic, students innovatively produced sanitizers in the chemistry lab, demonstrating proactive engagement in public health initiatives.

Recognized for its academic contributions, Government Tulsi College continues to uphold its legacy of excellence, nurturing students into responsible citizens and leaders in their respective fields through comprehensive educational and developmental initiatives.

### **Infrastructure and Learning Resources**

Government Tulsi College boasts a sprawling campus spread over 13.55 acres with a built-up area of 12,857 square meters. It features dedicated buildings for classrooms, laboratories, and a library, including 8 ICT-enabled classrooms. The institution houses 4 PG laboratories, 4 UG laboratories, and 2 computer labs, catering to diverse academic needs. Additional facilities include a Career Counseling and Placement Cell, Girls' Common Room, Sick Room, Canteen, IQAC, RUSA Cell, Administrative Block, botanical and medicinal gardens, and CCTV surveillance for enhanced security.

Online classes and training programs broadcast through the Higher Education Resource Centre enrich virtual learning experiences for students. The college also offers extensive sports facilities with playgrounds for football, cricket, kho-kho, kabaddi, and courts for volleyball, badminton, and basketball. It features athletics track and two outdoor gyms, promoting a holistic approach to student well-being.

The institution utilizes e-Granthalaya, provided by the NIC under the Ministry of Electronics and Information

Technology, for library management, ensuring seamless access to e-resources via N-LIST. Its robust IT infrastructure includes projector screens, CPUs, LED TVs, smart boards, computers, printers, scanners, Xerox machines, and a functional website. Moreover, facilities such as Bio-Metric attendance systems, WiFi connectivity, IFMIS software, and anti-virus protection contribute to efficient campus operations.

Security measures are enhanced with CCTV cameras and Sanitary Napkin Vending Machines. The college prioritizes periodic upgrades to its IT infrastructure in accordance with established policies. Classrooms are spacious, well-ventilated, and furnished to accommodate 80 students each, equipped with separate Wi-Fi and broadband connections. Laboratories are equipped with modern instruments and computers, supporting comprehensive curriculum-related activities. The library is automated with an Integrated Library Management System, offering access to a vast collection of over 22,120 books, digital resources, and online courses from NPTEL and SWAYAM portals, benefiting both faculty and students alike. Government Tulsi College ensures a conducive environment for learning and development through its state-of-the-art facilities and robust infrastructure.

### **Student Support and Progression**

Government Tulsi College caters to students from diverse socioeconomic and academic backgrounds, offering scholarships, awards, and beneficiary schemes based on government provisions. Scholarships are awarded based on category and academic potential. Beyond financial support, the College Grievance Redressal Cell and the Sexual Harassment Prevention Committee ensure a safe environment, taking immediate action on complaints.

Over the past five years, the number of students seeking admission to undergraduate programs has increased significantly, with many graduates pursuing higher education at various universities. The Career Guidance and Placement Cell collaborates with different organizations to organize capacity-building and skill enhancement initiatives. An annual career fair provides campus placement opportunities, furthering students' career prospects. The college tracks graduation outcomes by analysing the number of students progressing to higher education and those opting for jobs and placements.

Academic support is regularly provided through extra and remedial classes. The college offers additional learning incentives such as the Personality Development and English Enhancement Course, Sustainable Development and Environment Protection Course, and Certificate Courses in Aqua Culture, Ethno Botany, and Office Automation, aligning with market demands. Recognizing student health care as crucial, the college provides access to a doctor and two counsellors for offline consultations and organizes free health camps.

Holistic development is encouraged through various co-curricular, cultural, and sports activities. Students actively participate in extension activities like NCC and NSS. The Annual Cultural Festival and Yuva Utsav provide platforms for students to showcase their talents, with awards and medals recognizing outstanding performances in academics, sports, and cultural activities, motivating students to excel further.

The college's Sports committee offers facilities for various sports, covering expenses for student participation in competitions both locally and outside the city. The Government Tulsi College Alumni Association, registered



on November 30, 2022, under the Societies Registration Act, 1973, plays a crucial role in supporting the college. Alumni engage regularly through collaborations in academic and co-curricular activities, continuing to be a pillar of support for the institution.

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

Our institute is dedicated to empowering students through value-based and quality education, transforming them into enlightened citizens. As a government institution under the Higher Education Department of Madhya Pradesh, we aim to develop students' potential and prepare them for challenges. The Principal, appointed by the state government, collaborates with department heads, committee coordinators, and non-teaching staff to formulate internal policies and programs.

We prioritize quality education by adopting modern teaching methods and encouraging continuous professional development for our faculty. This includes participation in faculty development programs, academic activities, training sessions, refresher courses, and orientation programs. As a government institution, our staff benefits from comprehensive welfare schemes such as pensions, gratuity, leave benefits, pay revisions, insurance, and study leaves.

E-governance ensures transparency in administrative, financial, student support, admission, and examination processes. Tools like the admission portal, scholarship portal, IFMIS, N-LIST, and digital communication platforms are utilized for efficient management. The Internal Quality Assurance Cell (IQAC), led by the Principal, plays a crucial role in institutional development and decision-making.

The governance structure aligns with our vision and mission, supported by a decentralized and participative approach. This includes involvement from the Janbhagidari Samiti, IQAC, Staff Council, and various committees comprising teachers, students, alumni, and other stakeholders. Policies, organogram, and the Institutional Development Plan are accessible on the college website.

Our institution adheres to government and UGC guidelines for staff appointments, performance appraisals, and welfare measures. Teaching and non-teaching staff benefit from GPF, GIS, TA-DA, medical reimbursements, leave encashment, retirement benefits, and compassionate appointments. Professional competence is enhanced through seminars, conferences, and development programs .

Financial planning and resource allocation involve government funds, RUSA, World Bank-MPHEQUIP, and Janbhagidari contributions. Budgeting, resource mobilization, and transparency in financial management are ensured through regular internal and external audits. The IQAC develops Annual Action Plans for continuous quality improvement, organizing regular meetings, documentation, feedback analysis, and quality initiatives. These efforts contribute to our academic and administrative excellence.

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

"It is knowledge which is the means of liberation."

Government Tulsi College Anuppur, situated in a tribal-dominated area, stands as a beacon of holistic development and sustainability since its inception in 1972. Championing a multifaceted approach to education, the college prioritizes environmental conservation, gender equality, and social responsibility.

At its heart lies "Tulsi Vatika," a testament to the institution's commitment to environmental stewardship. Through initiatives like "Tulsi Green Initiatives," the college endeavors to create a sustainable campus free from plastic, waste, and pollution. Participation in Swachh Bharat Abhiyan further underscores its dedication to cleanliness and community welfare.

Embracing a culture of transparency and integrity, the college upholds professional ethics and conduct, ensuring fairness and accountability across all spheres. Gender sensitivity is promoted through comprehensive programs and support mechanisms, including the Mahila Utpeedan Nivaaran Prakoshth and gender sensitization plans.

Safety and inclusivity are paramount, with measures such as security personnel, CCTV surveillance, and separate facilities for girls and boys. The institution actively combats gender discrimination and provides a platform for students to voice grievances through various channels.

Instilling a sense of social responsibility, the college's National Service Scheme engages students in community-driven initiatives like cleanliness drives, child protection, and voter awareness campaigns. These efforts extend beyond the campus, enriching nearby villages and fostering civic engagement.

Celebrating diversity, the college hosts cultural events and educational programs that embrace regional, linguistic, and socio-economic differences. Through platforms like 'Yuva Utsav' and 'Yuva Sansad Manchan,' students showcase their talents and perspectives.

Academically, the institution prioritizes quality teaching and learning experiences, constantly innovating to enhance the academic environment. A robust sports infrastructure complements these efforts, promoting holistic development.

Under the Swami Vivekananda Career Guidance Scheme, the college empowers students with employability skills and opportunities for self-employment and entrepreneurship. This comprehensive approach aims to cultivate socially responsible and empowered citizens.

In essence, Government Tulsi College Anuppur is not merely an educational institution but a catalyst for holistic development, sustainability, and social change in its community and beyond.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVT. TULSI COLLEGE ANUPPUR
Address	Government Tulsi College, Jaithari Road Anuppur, Dist.- Anuppur (M.P.)
City	ANUPPUR
State	Madhya Pradesh
Pin	484224
Website	<a href="http://www.gtcanuppur.ac.in">www.gtcanuppur.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Jk Sant	07659-9893076404	9893076404	-	govttulsicollegeanuppur@gmail.com
IQAC / CIQA coordinator	Devendra Singh Bagri	07659-8770929259	8770989259	-	hegtdcano@mp.gov.in

Status of the Institution	
Institution Status	Government

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
Madhya Pradesh	Awadesh Pratap Singh University	<a href="#">View Document</a>

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	28-02-2020	<a href="#">View Document</a>
12B of UGC	28-02-2020	<a href="#">View Document</a>

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	Government Tulsi College, Jaithari Road Anuppur, Dist.- Anuppur (M.P.)	Urban	13.55	12857

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/ Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BSc,Botany,	48	Higher Secondary	English + Hindi	163	163
UG	BCom,Commerce,	48	Higher Secondary	English + Hindi	182	182
UG	BA,Hindi,	48	Higher Secondary	English + Hindi	76	76
UG	BSc,Chemistry,	48	Higher Secondary	English + Hindi	60	60
UG	BA,Sociology,	48	Higher Secondary	English + Hindi	127	127
UG	BSc,Mathematics,	48	Higher Secondary	English + Hindi	69	69
UG	BA,Economics,	48	Higher Secondary	English + Hindi	124	124
UG	BA,Political Science,	48	Higher Secondary	English + Hindi	348	348
UG	BA,History,	48	Higher Secondary	English + Hindi	201	201
UG	BSc,Physics,	48	Higher Secondary	English + Hindi	7	7
UG	BSc,Zoology ,	48	Higher Secondary	English + Hindi	271	271
PG	MSc,Botany,	24	Graduation	English + Hindi	114	114
PG	MCom,Commerce,	24	Graduation	English + Hindi	81	81
PG	MA,Hindi,	24	Graduation	English + Hindi	63	63
PG	MSc,Chemistry,	24	Graduation	English + Hindi	93	93
PG	MA,Sociology,	24	Graduation	English + Hindi	115	115

PG	MA,Economics,	24	Graduation	English + Hindi	31	31
PG	MA,Political Science,	24	Graduation	English + Hindi	116	116
PG	MA,History,	24	Graduation	English + Hindi	74	74
PG	MSc,Zoology,	24	Graduation	English + Hindi	117	117

### 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	1				0				33			
Recruited	1	0	0	1	0	0	0	0	20	11	0	31
Yet to Recruit	0				0				2			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				3			
Recruited	0	0	0	0	0	0	0	0	2	1	0	3
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				13
Recruited	7	0	0	7
Yet to Recruit				6
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	3	2	0	5
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				8
Recruited	7	0	0	7
Yet to Recruit				1
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**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	8	8	0	17
M.Phil.	0	0	0	0	0	0	8	2	0	10
PG	0	0	0	0	0	0	7	3	0	10
UG	0	0	0	0	0	0	0	0	0	0

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



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

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

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	570	1	0	0	571
	Female	1052	5	0	0	1057
	Others	0	0	0	0	0
PG	Male	210	2	0	0	212
	Female	591	1	0	0	592
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	107	124	138	118
	Female	152	133	132	100
	Others	0	0	0	0
ST	Male	281	251	265	236
	Female	511	476	484	363
	Others	0	0	0	0
OBC	Male	318	363	410	329
	Female	704	666	732	555
	Others	0	0	0	0
General	Male	112	108	122	116
	Female	250	261	262	229
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
<b>Total</b>		<b>2435</b>	<b>2382</b>	<b>2545</b>	<b>2046</b>

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Government Tulsi College, Anuppur has been delivering high-quality multidisciplinary education in the Arts, Commerce, and Science streams since its establishment. Following the adoption of the New Education Policy (NEP) 2020 by the Department of Higher Education, Government of Madhya Pradesh in 2021, the college has embraced an interdisciplinary approach. This policy introduces a flexible curriculum that supports various combinations of disciplines, offers multiple entry and exit points, and removes the traditional constraints of rigid timeframes and discipline boundaries. As a result, Science students can now study Arts subjects, and vice versa. Department-wise induction programs are</p>
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	<p>conducted in the college to make the students admitted under the NEP course familiar with the provisions of NEP. Also, to increase awareness about NEP among the students, campus ambassadors have been appointed from among the students. Similarly, 2 professors have been appointed as district level nodal ambassadors at the district level. Along with this, a committee of 04 professors has been formed to successfully implement NEP in the college. The college's undergraduate programs are aligned with NEP-2020 guidelines. Students can complete their undergraduate education in 3 or 4 years, with several exit options providing corresponding certifications: a certificate after 1 year, a diploma after 2 years, a Bachelor's degree after 3 years, and a degree with research after 4 years if the program includes a research project in the major field of study. First-year students are required to select a major and a minor discipline, an elective, and a vocational course. The foundation course for first-year students emphasizes skills and values, with the first paper covering Hindi and English. The second paper includes 'Environmental Studies' and 'Yoga and Meditation' in the first year, 'Start-ups and Entrepreneurship' and 'Women Empowerment' in the second year, and 'Digital Awareness' along with 'Personality Development and Character Building' in the third year. Additionally, field projects, internships, apprenticeships, and community engagement are integrated into the program structure, allowing students to apply their learning in practical settings. Students must choose one of these practical engagement options during their first three years. In line with NEP's multidisciplinary and interdisciplinary goals, the college offers 33 open elective courses and 6 vocational courses to undergraduate students.</p>
2. Academic bank of credits (ABC):	<p>In adherence to the NEP guidelines, Government Tulsi College is implemented the system of Academic Bank of Credits (ABC). This digital bank will store the academic credits earned by students, which will be utilized to award degrees. The implementation of this system by the University is currently in progress.</p>
3. Skill development:	<p>To promote skill development as outlined in the NEP, Government Tulsi College has introduced 6 vocational courses, including financial services and</p>

	insurance, personality development, vermicomposting, horticulture, medicinal plants, and organic farming. A separate committee has been formed for the effective running of vocational courses in the college. The Swami Vivekananda Career Counselling Cell at the college organizes a variety of skill development programs, including short-term career-oriented training programs, workshops, invited lectures, and webinars.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	With the implementation of NEP-2020, the college has successfully integrated the Indian Knowledge System into its curricula. A nodal officer has been given charge for the effective functioning of IKS in the college. The college employs both Hindi and English as the mediums of instruction at the undergraduate and postgraduate level. Both the central library and departmental libraries have been significantly enriched with books that encompass Indian knowledge and culture.
5. Focus on Outcome based education (OBE):	Government Tulsi College is shifting towards Outcome-Based Education. The college offers programs and courses tailored to student needs, with clearly communicated expected outcomes to both students and teachers to ensure optimal results. Teaching methods are designed with these learning outcomes in mind.
6. Distance education/online education:	Government Tulsi College serves as a study centre MP Bhoj Open University, Bhopal for Distance education. The college has established a SWAYAM NPTEL Local Chapter. Faculty members have developed e-content for undergraduate programs. Both curricular and co-curricular activities are conducted in virtual and in-person modes. To promote online education, the college organizes online workshops, webinars, training, and awareness programs, along with continuous comprehensive evaluations.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. Electoral Literacy Club (ELC), has been set up in the college.
2. Whether students' co-ordinator and co-ordinating	Yes. The patron of the ELC committee is the

<p>faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>principal. It consists of convener, co-convenor, four members and two brand ambassadors from college students.</p>
<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>	<ul style="list-style-type: none"> <li>• The main objective of ELC is to make people aware about voting, making voter ID card etc. Important works like human chain, voter awareness, rally, essay competition, rangoli competition, oath, poster competition, painting competition, organizing camp for making EPIC in the college, workshop on voter awareness have been done by the ELC committee in the college.</li> <li>• Celebrate National Voters Day every 25th of January.</li> <li>• ELC student brand ambassadors have actively taken part in voter registration efforts, helping not only their peers but also local community members.</li> <li>• The ELC has organized rallies before Panchayat elections and Vidhansabha and Loksabha Assembly elections with the aim of making students and people aware about voting.</li> <li>• The oath has been administered to the students and college faculties.</li> <li>• Poster competitions has been conducted among the students.</li> <li>• Painting competitions have been conducted many times.</li> <li>• A two-day camp has been organized in the college to make voter ID cards for the students.</li> <li>• To make the students aware about voting, a workshop was organized in the college in which more and more students and college Employees participated.</li> <li>• From time to time, brand ambassadors of ELC of the college hold meetings of the students in which they are made aware about voting.</li> <li>• Rangoli Competitions has been organized by the students on voter awareness in the college.</li> <li>• These efforts have extended beyond ELC members. Teaching staff, NSS volunteers, and other students have also played a role in assisting the district election administration in conducting the poll.</li> </ul>
<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>	<ul style="list-style-type: none"> <li>• Tulsi college Electoral Literacy Club (ELC) members have taken significant initiative by encourage voter participation in the electoral process. They created and chanted slogans and songs during various rallies and programs. the ELC members produced short videos for promoting voting and videos uploaded to college Facebook, Instagram, Twitter and college website handles.</li> <li>• Tulsi College in Anuppur, as the leading institution in the district, coordinated all district activities and compiled comprehensive reports related to elections.</li> <li>• ELC members and students awarded letters of appreciation</li> </ul>

	<p>for their significant contribution to the "Systematic Votes' Education and Electoral Participation" (SVEEP) programme by the district administration.</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>All students aged 18 and above have been registered as voters. The institution plans special campaigns to enroll new students who are 18 and older but not yet registered. Through voter awareness initiatives, the college aims to foster informed and responsible voting, ensuring every vote is cast with careful consideration for well-chosen candidates. The ELC addresses the challenges faced by certain groups by facilitating voting for the elderly, disabled, women, pregnant women, and transgender individuals. The college's goal is to enhance overall voter participation, reduce voter apathy, and promote democratic values through ongoing educational campaigns and events.</p>

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2435	2382	2545	2046	1973

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

### 2 Teachers

#### 2.1

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

Response: 58

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

#### 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
39	42	23	32	22

### 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
155.8	94.24	61.11	105.94	171.51

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



## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

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

**Response:**

At present, regular courses of undergraduate and postgraduate courses in Arts, Commerce and Science are being run in the college. Certificate course under National Education Policy 2020 in the college from session 2021-22.

- Govt. Tulsi College, Anuppur follows the academic calendar from the Government of Madhya Pradesh, Department of Higher Education.
- Institution-level committees contribute to the calendar's implementation.
- Periodic meetings, chaired by the principal, review progress and address issues.
- Examination schedules are set by the affiliating university and conducted accordingly.
- The examination committee, led by senior faculty, manages scheduling, conduct, evaluation, and uploading of marks.
- Every Each department conducts internal assessments through various methods such as exams, assignments, projects, viva voce, and presentations.

**Different teaching methodologies are adopted by teachers for effective curricular delivery in blended mode, this includes**

- Lecture method
- ICT use: smart classrooms, virtual classrooms, AV and other facilities
- Video lectures
- Simulation classes for practical curriculum
- Study groups: on-campus and online (WhatsApp, email)
- Field projects and experiential learning for final-year UG and PG students
- Assignments, workshops, and seminars for learner-centric curriculum delivery

**Value Added courses:** Curriculum is enriched and strengthened through 30-hour value added courses.

#### **Time Table:**

- A uniform time table of college is prepared by the **time table committee** and separately time table prepared each department according to with it.
- The **daily diary maintained by teachers** keep record of the syllabus covered.
- For effective curriculum delivery ample of books are provided by the library, Remote access of the library through NLIST provided to students and teachers, the digital database provided in the form of **Power point presentations, Swayam, digital Resources, e-books and e-content** on the library page hosted on **Institutional website**.
- Institution ensures a robust feedback system to gather inputs about curriculum from all the stake holders.

#### **The institution academic calendar:**

- Academic Calendar: Provided by MP Higher Education, detailing theory classes, CCE, practical exams, end semester exams, sports, cultural activities, youth festival, semester break, and summer holidays.
- Committees: Admission and examination committees exist in the college.
- Calendar Implementation: IQAC incorporates all DHE calendars and organizes activities within the provided schedule.
- Lesson Plans: Teachers prepare and display lesson plans on the notice board, informing students of the syllabus, teaching methodology, and evaluation methods.
- Examination Schedule: Prepared and declared by the University for its jurisdiction, including online entry deadlines for CCE and practical marks.
- Compliance: The college strictly adheres to the university's schedule and deadlines.
- College Time Table
- CCE Schedule Calendar
- Activity Calendar

#### **Teachers participate in following activities related to curriculum development and assessment of the affiliating University**

- Setting of question papers for UG/PG programs
- Design and Development of Curriculum for Add on/ certificate
- Assessment /evaluation process

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

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 32

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

### 1.2.2

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

**Response:** 19.97

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
1649	572	52	0	0

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

## 1.3 Curriculum Enrichment

### 1.3.1

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

**Response:**

Cross cutting issues relevant to Gender, Environment, sustainability, human values and professional ethics are integrated in the curriculum itself. The implementation of issues is further strengthened through curriculum delivery methods through workshops seminars and experiential learning through society connect programs.

- **Gender Sensitization:** Issues related to the gender are integrated in to the curriculum through the syllabus of languages in foundation course. The course contains stories and poems related to gender issues and problems. The gender equality is further strengthened by organizing seminars, expert lectures and book reading sessions on the issues. Women and Gender Development cell takes care of gender issues, some of these programs are compulsory for the students to join as some percentage of CCE marks are awarded on the basis of write-ups submitted by the students based upon curriculum-based Gender equality events. Environment and Sustainability.
- **Environment:** Environment study is a part of the curriculum of the institution. In the syllabus there is paper on environment and to make the students aware of the theoretical aspects of environment. This makes them aware of their responsibilities as a responsible citizen. With this particular paper students get good understanding of ecosystem, natural resources, biodiversity, biotic resources, pollution due to various factors and its management. Practical awareness about the environmental issues is brought in through workshops and seminars based on ecology and Eco restoration techniques based upon syllabus. Students are also encouraged to submit assignments based upon environmental issues; due weightage is given to such practices in the CCE. In PG programs like Chemistry, and Botany Environmental Chemistry and Ecology are the compulsory papers.
- **Human Values:** Human values are integrated into the curriculum through Foundation course in UG program, Foundation course is a compulsory course for all students. Continuous workshops are organized by the concerned departments based upon the issues.
- **Professional ethics:** Professional ethics are integrated into the curriculum through in M. Com PG course program. Professional ethics refers to the ethical principles and standards that govern the behaviour and decisions of professionals in their specific fields. These principles and standards are established to ensure that professionals act with integrity, honesty, and accountability while providing services to their clients, customers, or stakeholders. Professional ethics cover a wide range of professions, including medicine, law, engineering, accounting, teaching, and others. Each profession has its own set of ethical standards that are designed to guide the behaviour of its members.

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

**1.3.2**

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

**Response:** 0

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

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

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

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

**Response:** A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 85.8

##### 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
1147	1085	1027	850	914

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

2022-23	2021-22	2020-21	2019-20	2018-19
1250	1234	1270	1100	1000

#### 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:** 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
750	740	771	550	500

### 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
750	740	771	550	550

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

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 62.44

## 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 institute's faculties prioritize student-centric approaches in the teaching and learning process. Various student-centric activities have been organized to enhance the quality of teaching and learning methods.

**EXPERIENTIAL LEARNING-**

1. **Research Project and project work**-In the National Education Policy (NEP) 2020, a project report paper is introduced in the undergraduate program starting from the year 2021. In the postgraduate program, a project is already incorporated. Students are sent to various organizations for a duration based on project requirements.
2. **Skill oriented programmes**-The college organizes self-employment training programs through the Vivekanand Career Guidance Cell annually. These programs cover a range of practical skills. Vocational courses like vermicomposting, organic farming, horticulture, and personality development are designed to provide real-time experiences to students. The Internal Quality Assurance Cell (IQAC) invites professionals from reputable institutions as resource persons for special talks, workshops, seminars, and webinars.
3. Some departments organize field visits, field work and study tours to educationally important areas.
4. **Industrial Visit:** Some department and Vivekanand career guidance cell plan and organize the industrial visits.
5. **Guest lecture:** Some departments conduct Guest Lectures by eminent experts
6. Practical's are conducted by science faculty to give students the real time exposure.
7. The college organized science Exhibition last year as a part of experiential learning, the student makes models, poster and diagrams to elaborate their knowledge

**PARTICIPATIVE LEARNING-**

1. Group discussion, Seminars and debates-In order to improve communication skills, idea generation and presentation skills, group discussion and debates are conducted.
2. NCC and NSS Department organize activities like village adoption, Tree Plantation, Swachh Bharat Mission etc.
3. **Group Work**-Group activities like workshops and poster presentations are also conducted.
4. Peer teaching, presentation by students, team building exercises conducted by NCC and NSS, panel discussion, cultural activities are examples of it.
5. Our students participate in village adoption and their plantation, Swachh Bharat Abhiyan. Blood Donation and health Awareness comp. Student participates in these activities not only as an individual but as a team. Hence this kind of Co-curricular engagement develops the spirit of team work among the students.
6. **Cultural activities**- Students participate actively in celebration of special days, Yuva Utsav, sports competitions and annual function.

**PROBLEM SOLVING METHODOLOGIES-**

1. Case Studies -Case studies through project work used to increase students' participation and develop problem solving skills.
2. Quizzes and competitions.



3. The institute organizes quizzes to develop logical reasoning and problem-solving skills.
4. Remedial Classes are also conducted for Slow learners' students

#### TEACHERS USE ICT ENABLE TOOLS EFFECTIVE TEACHING LEARNING: -

1. Faculty members use ICT based visual and audio teaching aids and tools to make learning interactive and meaningful.
2. Government Tulsi Degree College, Anuppur has (03) Smart classroom, one virtual room, four interactive panel class room and one seminar hall with LCD project facility.
3. WhatsApp group has been created for student since pandemic period. Classes of remedial were also conducted on this platform earlier. YouTube channel is created by department of economics. Google classroom is created and study material are given through this platform. Google meet and google form are also used by faculty members.

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

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 108.97

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

2022-23	2021-22	2020-21	2019-20	2018-19
36	38	23	23	25

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 2.4.2

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

**Response:** 71.52

**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
27	27	19	26	14

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1

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

**Response:**

***The mechanism to deal with examination-related grievances is transparent, time-bound, and efficient.***

- 1.- The Internal Assessment Examinations are conducted according to the academic calendar of the Institute, University, and Higher Education Department, MP government. The respective subject teacher sets the question paper and organizes the exam as per the schedule.
- 2.- The Institute forms an Examination Committee and nominates examination coordinators or supervisors for the smooth conveyance of the examination.
- 3.- The examination committee members meet periodically to discuss all examination-related issues, including grievances.

- 4.- The Exam Committee prepares the invigilation duty chart for year-end or semester-end exams, which is communicated to the faculty members via circular. The Exam Committee also allocates the seating arrangements for the students, which is notified to the students through the notice board.
- 5.- During the examination, attendance is taken by the invigilator for records. All the invigilators submit the answer scripts to the Examination Committee. The answer scripts are sent to the University for evaluation.
- 6.- The overall assessment is based on the marks obtained in internal evaluations through Model Exams, Assignments, Unit Tests, Internals, External Examinations, and attendance.
- 7.- Laboratory assessment of students is conducted through the performance of experiments, record work, and continuous evaluation by an external examiner as per the guidance of the University.

### ***Grievance Redressal:***

- 1.- The institute has a well-developed mechanism to deal with examination-related grievances in a transparent, time-bound, and efficient manner.
- 2.- There is a Grievance Committee in the college for solving student grievances. Before the commencement of exams, grievances related to non-issuance of examination hall tickets, correction of names, etc., are addressed to the Principal. He takes the necessary action with the help of the Grievance Redressal Cell and the Examination Committee for verification and compliance.
- 3.- The Examination Committee, after verification, carries out the necessary corrections and orders are issued accordingly.
- 4.- A flying squad and CCTV monitor the conduct of examinations and take disciplinary action in case of unfair means.
- 5.- During the examination, if a student is found using unfair practices by the invigilator, the necessary action is taken as per the defined rules of the University.
- 6.- If the result of an examinee is not declared by the University after the exam, the Examination Committee immediately takes steps to solve this problem.
- 7.- If any student has objections to the result, they should contact the college exam coordinator. The College Examination Committee and Grievance Redressal Cell address issues if students are unsatisfied with their marks. In cases like absences, an application from a student is forwarded to the University for corrective action, and continuous correspondence is maintained.
- 8.- If the examinee is not satisfied with the marks awarded, he or she may apply for revaluation to the University through the college within the period prescribed by the University.
- 9.- The marks obtained after revaluation shall be accepted as per University Rules. If the explanation is accepted by the student, the grievance is resolved.

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

## **2.6 Student Performance and Learning Outcomes**

### 2.6.1

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

**Response:**

- Each program has its own goals for what students should learn, and the courses are made to help students understand deeply. This will prepare them for their future careers and also help them become good citizens and better people.
- The institute follows the curriculum of the programs designed by the MP Higher Education and Awadhesh Pratap Singh University Rewa (M.P)
- The board of studies of the university and MP Higher Education prepare the course outcomes and programmes outcomes while designing the syllabi.
- At present, the institute is running multi undergraduate and postgraduate programmes very successfully viz. B. A., B.Com., B.Sc., B. Com, M.A. (Hindi, Political Science, Economics, Sociology), M. Com, M.Sc. (Zoology), M.Sc. (Chemistry), M.Sc. (Botany) etc.
- For the effective implementation and delivery of the curriculum, the teachers have well-described the Program Outcomes (POs), Course Outcomes (COs), and Program Specific Outcomes (PSOs) for every program provided by the institute.
- Additionally, it gives thought to the mission and vision of the institute. These are also communicated to the students by the respective teachers.
- The outcomes are measurable and a soft copy of the outcomes is uploaded on the college website, which is easily accessible to teachers, students and parents.
- Copy of course outcome and program outcome always remains available in the department for reference.
- A hard copy of each course syllabus is also made available by the HOD to the subject teachers.
- Classroom interactions and a hard copy of the syllabus is also made available to students in introductory classes and shared by subject teachers in the What's app group of their respective classes.
- Additionally, college programs incorporate subjects aimed at cultivating awareness of environmental sustainability, gender equality, and fundamental human values.
- At the time of admission, students are told about what to expect from various courses and are advised to choose their subjects according to their interests. In the orientation programme organized for the newly admitted students, the outcome of courses is clearly explained.
- The faculty members are encouraged to attend Workshops, Seminars, Conferences and FDPs to keep them updated and better equipped to achieve intended learning outcomes.
- The Programme Outcomes (POs) and Course Outcomes (COs) for all programs offered by Govt. Tulsi College, Anuppur, are clearly stated and displayed on their official website, [www.gtcanuppur.ac.in](http://www.gtcanuppur.ac.in). These outcomes outline the specific knowledge, skills, and competencies that students are expected to acquire upon completion of their programs. The POs and COs ensure transparency and provide students, faculty, and stakeholders with a clear understanding of the educational objectives and the standards of academic achievement. This initiative supports continuous improvement and accountability in the institution's academic offerings.

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

## 2.6.2

*Attainment of POs and COs are evaluated.*

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

**Response:**

The attainment of program outcomes and course outcome is systematically evaluated to ensure the institution's continuous quality improvement. The Internal Quality Assurance Cell (IQAC) of the institute has established a comprehensive and meticulous approach to assess these outcomes. This mechanism, developed after extensive deliberation, is designed to be transparent, scalable, robust, and objective, combining both subjective observations and objective evaluations of students' performance.

The institute employs various methods to evaluate program outcomes, program-specific outcomes, and course outcomes. These methods ensure a thorough and multifaceted assessment process, aligning with the institution's goals for academic excellence and student development.

**Formative Evaluation:** As part of continuous assessment, formative evaluation focuses on the ongoing performance of students. This includes homework, unit tests, surprise tests, seminars, projects, group discussions, and other activities. These evaluations provide immediate feedback to students and help in identifying areas for improvement throughout the academic year. By engaging students in diverse activities, the institute ensures a comprehensive understanding and application of the subject matter.

**Summative Evaluation:** Summative assessments judge students based on their performance in university examinations. This includes both theory and practical examinations, particularly important for science faculty. Teachers also assess students' growth and performance through classroom interactions, question and answer sessions, and individual counseling. These sessions help in recording and understanding students' academic progress. Additionally, students' participation in departmental events, study tours, and industrial visits are also considered in evaluating their development, offering a broader perspective on their learning experiences and practical application of knowledge.

**Pass-Out Percentage:** The college maintains a high pass-out percentage, which is a strong indicator of the success of its programs. Graduates reflect the college's quality through their acquired knowledge, skills, and ethics. This high pass-out rate signifies that students are well-prepared to face future challenges and contribute positively to their respective fields.

**Admission to Higher Education:** Many students from the college secure admission to central universities, demonstrating the effectiveness of the undergraduate programs in preparing students for advanced studies. Additionally, some students achieve success in competitive exams such as those for the army, indicating the robustness of the training and education provided.

**Performance in Qualifying Exams:** The performance of students in qualifying exams like UGC-NET and MP-SET is another critical measure of program-specific outcomes. Success in these exams reflects the depth of knowledge and competence students gain during their studies.

**Progression from UG to PG Level:** The institute also tracks the progression of students from undergraduate to postgraduate levels. A significant number of students continue their education, indicating satisfaction with their academic preparation and a desire to further specialize in their fields.

**Employment after Graduation:** The employability of graduates is a key indicator of the success of the programs. The institute monitors the job placements of students after completing their UG or PG degrees, assessing the relevance and applicability of the education provided in the job market.

Overall, the institute's evaluation process is thorough and multifaceted, ensuring that program outcomes and course outcomes are effectively measured and aligned with the institution's quality improvement goals.

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

### 2.6.3

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

**Response:** 94.34

#### 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
819	728	718	687	546

#### 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
855	816	720	714	603

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

## 2.7 Student Satisfaction Survey

### 2.7.1

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

**Response: 3.7**

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

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 5

**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
1	4	0	0	0

#### File Description

#### Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

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

**Response:**

The college's innovation ecosystem is designed to nurture skilled individuals through research and exploration, addressing social challenges like climate change and inclusion. Key components include advanced infrastructure, research support, and extracurricular activities.

#### Infrastructure and Facilities

- **Classrooms and Laboratories:** Features airy classrooms, a fully-equipped science lab, smart classrooms, and a conference hall for digital learning and research.
- **Library:** Contains approximately 22,364 books, including UGC resources, a book bank, and journals. An e-library offers computers with high-speed internet and Wi-Fi for extensive research.

#### Research and Professional Development



- **Competitive Exam Guidance:** Experts and mentors assist students in exam preparation.
- **Professional Resources:** Access to mentors, expert faculty, consultants, a research committee, and research methodology workshops.
- **Research Culture:** Students engage in 60-hour collaborative research internships during their UG and PG programs at various organizations.
- **Publication Guidance:** Support for publishing papers and articles in reputed, peer-reviewed journals.

### Extracurricular Activities

- **Sports:** A playground for cricket, kho-kho, volleyball, football, kabaddi, and an indoor stadium for badminton and chess.
- **National Service Scheme (NSS):** Involves 200 students in activities and camps focused on cleanliness, voter awareness, and Beti Bachao Beti Padhao.
- **Gym Facility:** An open gym is available for students.

### Laboratory and Practical Work

- **Lab Facilities:** Emphasis on practical work with laboratory sessions. During COVID-19, chemistry students produced hand sanitizer.

### Personality and Career Development

- **Career Guidance:** The Swami Vivekanand Career Guidance Cell organizes personality development, employment, and career advancement programs.

### Environmental and Social Initiatives

- **Botanical Garden:** Annual tree planting by staff and students, cultivation of medicinal plants.
- **Mission Life and Millets Awareness:** Competitions and activities to raise awareness about millets and health benefits.
- **World Earth Day:** Online lecture series on the goals and objectives of World Earth Day organized by the Economics Department.

### Idea House and IKS Activities

1. Periodic Table Rangoli: the chemistry department organized a Rangoli competition on the periodic table, promoting creativity and scientific knowledge.
2. Various competitions including clay, Rangoli, and poster making have been organized by the Indian Knowledge System.
3. Drawing, poster making, Rangoli, and collage competitions have been organized on the occasion of Yuva Utsav at the college and district levels on 11/10/2022 and 9/12/2021, respectively, based on the theme of Deaddiction.
4. On the occasion of Azaadi ka Amrit Mahotsav, various competitions like song writing and singing, poem writing and singing, poster making, and Rangoli competitions have been organized at the college level and division level based on the theme Azaadi ka Amrit Mahotsav.
5. Poem, Rangoli, and poster making competitions have been organized on the occasion of Teachers' Day celebration based on the themes of women's empowerment and the importance of

education in life.

6. A poster making competition was organized by the History Department on World Heritage Day on 18 April 2023.

7. Special Events: Events such as Mathematics Day (December 22-29, 2022) and a two-day national-level online panel discussion on the Union Budget 2023-2024 and the Economic Survey 2022-2023 are conducted to enhance students' knowledge and engagement.

### IPR Activities

- A one-day national workshop on the topic of 'Intellectual Property Rights' was organized by the Commerce Department of Government Tulsi College, Anuppur on October 19, 2022.

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

### 3.2.2

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

**Response:** 17

**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
10	2	4	1	0

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

## 3.3 Research Publications and Awards

### 3.3.1

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

**Response: 0.12****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
0	1	4	1	1

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

**3.3.2****Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response: 0.14****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
2	3	3	0	0

File Description	Document
List of chapter/book along with the links redirecting to the source website	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.4 Extension Activities

#### 3.4.1

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

**Response:**

Tulsi College promotes an institute-neighbourhood community network, emphasizing student engagement, service orientation, and holistic development through social service activities. The college organizes various events and operates effective NSS, NCC units, and committees for diverse extension activities.

Major Extension Activities-

**1.Blood Donation:**

The college involves students, professors, and office staff in raising awareness about the importance of blood donation. They emphasize the value of each life and encourage regular voluntary blood donations to save lives and improve health.

**2.Environment:**

NSS volunteers observe Earth Day, Environment Day, and Green Day by participating in garden duties and tree planting activities. They raise awareness about the importance of free resources like clean air and water, pledging to protect and not waste them. Volunteers educate the community about environmental safety.

**3.De-addiction:**

Under the Nasha Mukta Bharat Abhiyaan, students, faculty, and staff take a pledge to be drug-free and promote the same within their community. Activities include rallies and street plays to sensitize society about the dangers of drug abuse.

#### **4.Voter's Rights:**

Volunteers engage in a voter awareness campaign, taking a pledge for free and fair elections. They encourage young voters to participate in the political process through street plays, rallies, wall paintings etc.

#### **5.Plastic-Free Campaign:**

Students work to raise community awareness about the detrimental effects of plastic on the environment and human health. Through regular activities, they aim to make the college campus and surrounding areas, plastic-free.

#### **6.Health Initiatives:**

The college organizes rallies to promote health and fitness, encouraging regular exercise. One notable event is the Fit India Freedom Run, which motivates people to stay healthy and active.

#### **7.Swachh Bharat:**

Swachh Bharat initiatives teach students the value of cleanliness and its link to good health. NSS volunteers clean the campus and nearby village Kholitola Paraswar, educating residents on hygiene and the use of dustbins.

#### **8.Pulse Polio Alleviation:**

Volunteers aim for 100% oral polio vaccine coverage by raising awareness through rallies, banners, and slogans, ensuring children are immunized.

#### **9.Covid-19 Awareness:**

During the Covid-19 pandemic, NSS volunteers, guided by the principal, conducted awareness activities on precautions like social distancing, wearing masks, and using sanitizers. They actively engaged in vaccination campaigns, organizing rallies and door-to-door visits in villages like Paraswar, Pipariya etc to promote vaccination.

#### **10.Child Protection:**

Volunteers conduct activities to prevent child labour, marriage, sexual abuse, and exploitation. Awareness is raised through posters, wall paintings, rangoli, and street plays focusing on child development and protection.

#### **11.College Chalo Abhiyan:**

The college staff visit nearby schools to encourage higher studies, informing students, teachers, and parents about benefits and schemes, especially for reserved categories and girls. The campaign is promoted through banners and presentations.

#### **12.Special Camping:**

The NSS unit organizes a seven-day residential camp in nearby and adopted villages, where volunteers address various social issues through diverse activities.

### 13.Cultural Activities:

Organized to promote personality development and societal sensitization among students.

### 14.Sadbhavana Divas:

A rally to promote goodwill and eschew violence.

### 15.Shudh Ke liye Yudh:

Street plays and rallies to raise awareness against the adulteration of food and medicines.

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

### 3.4.2

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

#### Response:

#### Government Tulsi College: A Beacon of Academic Excellence and Community Development

Government Tulsi College stands as a symbol of academic excellence and community development. Since its establishment, the college has earned a reputation as a hub of knowledge, culture, and progress. As the leading college in Anuppur district, Tulsi College is recognized for its rich legacy of education and its role as an educational beacon for generations of students. The institution adapts to the changing educational landscape, remaining at the forefront of innovation and academic progress.

#### 1.Dedicated Faculty:

One of Government Tulsi College's most significant assets is its dedicated faculty. The college has attracted some of the brightest minds in the educational field, who serve not just as instructors but as mentors, shaping the future of their students. These educators are committed to helping students succeed in every aspect of life, providing guidance and support that extends beyond the classroom.

#### 2.Wide Range of Programs:

Government Tulsi College offers a diverse array of academic programs tailored to the interests of

students. The college follows the NEP 2020 syllabus, ensuring high-quality education across various subjects and vocational courses. This comprehensive approach allows students to build a strong foundation for their future careers, equipping them with the knowledge and skills needed to excel in their chosen fields.

**3.Student Achievements:**

The college has a proud tradition of producing successful alumni who have excelled in various fields, including business, government, and the arts. These graduates serve as an inspiration to current students, motivating them to strive for greatness. The achievements of past students underscore the effectiveness of Tulsi College's educational programs and its commitment to fostering excellence.

**4.Community Engagement:**

Beyond academics, Government Tulsi College plays a vital role in the community. The college organizes numerous outreach programs, workshops, and social initiatives that address local issues and promote positive change. These activities demonstrate the college's dedication to community development and its commitment to making a difference in the lives of local residents.

**5.Modern Facilities:**

The college continuously invests in its infrastructure to provide a conducive learning environment. Modern classrooms, smart classes, well-equipped laboratories, a well-stocked library, and an open gym all contribute to the educational experience. These facilities ensure that students have access to the resources they need to succeed academically and personally.

**6.Cultural and Extracurricular Activities:**

The NSS and NCC units at Government Tulsi College are actively engaged in the holistic development of students. The college encourages students to explore their talents and interests beyond the classroom by participating in cultural and extracurricular activities, including sports, literary events, and cultural festivals. These activities foster teamwork, leadership skills, and a sense of belonging among students, enriching their overall college experience.

**7.Recognitions and Awards:**

Students at College are regularly awarded for their achievements at various levels, including college, district, division, university, state, and national levels. The faculty is also recognized and honoured for their talents and contributions. Notably, the NCC officers have been honoured with the title of lieutenant from the NCC Officers Training Academy in Kamptee.

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

**3.4.3**

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

**Response:** 46

**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
15	11	14	6	0

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

**3.5 Collaboration****3.5.1**

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

**Response:** 19



<b>File Description</b>	<b>Document</b>
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

#### Response:

Our institution has adequate infrastructure and physical facilities. Laboratories for teaching learning classrooms, computer labs, etc.

**Infrastructure and Learning Resources:** Government Tusli College is committed to providing a conducive environment for learning, growth, and overall well-being. Adequate infrastructure facilities are key for the implementation of educational programs. The quality of educational programs, learning, and teaching not only depends on the quality of teachers and staff but also depends upon the facilities and space provided to acquire knowledge, academic resources, and programs in an institution. Infrastructure and resources serve as motivational instruments for teachers to efficiently deliver their potential.

- **Classroom Facilities:** We have physical facilities in our college. We have well-furnished classrooms that are ICT-enabled. We have seven **Smart classrooms** and **Seminar Hall**. We also have an old building.
- **Library Facilities:** We have a separate library and e-library. Our library boasts a diverse collection of print and digital resources curated specifically to meet the needs of our faculty members. From scholarly journals and academic publications to reference materials and teaching resources, you'll find a wealth of information at your fingertips.
- **Laboratory Facilities:** Our institution has newly constructed labs for science. We have three well-equipped laboratories and a separate building for science practicals.
- **Sports Facilities:** The college campus features sports facilities, including grounds for cricket, football, and indoor games, promoting physical fitness and extracurricular engagement. We have a playground, volleyball and basketball grounds, and an **Open fitness gym**. The college has enough sports facilities and equipment for 20 different games, along with a separate storeroom for sports equipment.
- **NSS/NCC:** We have NSS (National Service Scheme) for boys and girls. The students participate in many NSS-related activities. Our college also has NCC facilities for girls and boys.
- **Swami Vivekananda Career Cell:** Our institution has facilities under the Swami Vivekananda Career Cell, organizing programs every year such as Rojgar Mela for students.

- **Drinking Water Facilities:** We have two R.O. systems providing pure drinking water. The college has well-facilitated sports grounds, common rooms, and washrooms for women and staff members.
- **Computer Lab:** We have a well-furnished computer lab with internet and Wi-Fi facilities.
- **Garden:** Our college campus has a well-developed garden with several medicinal and ornamental trees and herbs. We call our garden "Tulsi Vatika" and have almost 150 trees on our campus.
- **Canteen:** Our institution has a clean and safe canteen on our campus, using stainless steel plates and equipment to take the initiative of a plastic-less campus.
- **IQAC Russa Cell:** Our college has separate IQAC and RUSA cells, with computer facilities also available in these cells.
- **Healthcare Services:** A health centre staffed with qualified medical professionals is available on campus to address the healthcare needs of students and faculty. Regular health check-ups, medical consultations, and first-aid services are provided to promote well-being and ensure a healthy campus community.
- **Wi-Fi Connectivity:** The entire campus is equipped with Wi-Fi connectivity, enabling students and faculty to access online resources, educational platforms, and research databases from anywhere on campus, fostering a culture of digital learning and innovation.
- **Other Facilities:** Our college has rainwater harvesting systems and vermicomposting facilities on the campus, along with organic farming facilities.

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

#### 4.1.2

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

**Response:** 8.52

**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
5.93	6.04	4.6	20.93	12.64

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

## 4.2 Library as a Learning Resource

### 4.2.1

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

#### Response:

The college library is a vibrant hub of academic resources and facilities designed to support the educational needs of students and faculty members. Our library boasts a comprehensive collection of text materials and reference books, offering a rich repository of knowledge for a variety of academic disciplines. To modernize and enhance our library services, we have integrated an E-Library and utilize the E-Granthalaya system, which streamlines library management and access to digital resources.

A key feature of our library is the implementation of the Integrated Library Management System (ILMS) Koha software. This advanced system facilitates efficient cataloging, circulation, and overall management of library materials, ensuring a seamless experience for users. The library collection includes a diverse array of text materials and reference books, which are essential for the academic pursuits of both students and faculty members.

Our library is equipped with a spacious reading room that comfortably accommodates at least 70 students. This tranquil space is ideal for focused study and research, providing a conducive environment for learning. Additionally, the library houses a well-developed computer lab that is connected to Wi-Fi, allowing students to access important educational materials and resources online. This facility is instrumental in supporting the digital learning needs of our students, enabling them to stay updated with the latest information and research in their fields of study.

The college is registered for N-LIST, a college component of E-Shodh Sindhu, which provides access to a vast array of electronic journals and books. Through this national subscription, our students and faculty members can access 6,150 electronic journals and a wide range of e-books. This access significantly broadens the scope of available academic resources, supporting research and learning with the latest publications and scholarly articles.

To keep our community informed and engaged with current events and developments, the library subscribes to several local and national newspapers, including The Hitavada, Dainik Bhaskar, Hari Bhoomi, and Kirtikranti. These newspapers offer valuable insights into regional, national, and international news, helping students and faculty stay informed about the world around them.

In addition to newspapers, our library subscribes to a variety of magazines that cater to different interests and academic needs. Notable among these are Pratiyogita Darpan, India Today, and Rojgar Nirman. These magazines provide in-depth analysis, current affairs, competitive exam preparation materials, and career guidance, making them valuable resources for students aiming to excel in various competitive fields.

Overall, the college library is a well-rounded facility designed to support the academic and informational needs of our students and faculty members. With its extensive collection of print and digital resources, modern facilities, and access to a wide range of journals, newspapers, and magazines, our library is an essential pillar of our academic institution, fostering a rich learning environment.

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

## 4.3 IT Infrastructure

### 4.3.1

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

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

**Response:**

The increasing demands of online activities have necessitated the upgrading of IT facilities with sufficient bandwidth internet connection. The college frequently updates its IT facilities to meet the requirements and technical advancements. The institution also has an IT Policy indicating guidelines for the usage, maintenance, and upgrading of IT facilities. Proposals are received from the departments for the upgrading of IT facilities, and the facilities are upgraded accordingly. Software used in office, administration, and other areas are updated regularly to meet the latest requirements. The IT facilities have also been upgraded by increasing the number of computers, projectors, printers, scanners, xerox machines, etc.

The college is moving towards the complete automation of all its activities. Most tasks such as

admission, scholarship, administrative, and financial processes are being conducted online. Major updates in the IT facilities during the last five years include:

- Computer systems and internet facilities have been provided to most departments for the use of teachers and students.
- Wi-Fi facility is being provided to students and teachers, with bandwidth upgraded from 50 to 100 MBPS.
- Installation of 08 projectors, 04 interactive panels, and 01 high-end integrated projector.
- The virtual classroom has been rejuvenated with the latest facilities.
- The college already had 36 computers and in addition Establishment of a modern computer lab with 40 computers equipped with highly advanced internet facilities.
- The library has been upgraded to e-granthalaya and subscribed to NLIST for access to e-learning resources.
- Online CCTV surveillance with high-definition resolution cameras has been installed and upgraded in the college campus.
- A biometric attendance system for professors and employee attendance has been implemented.
- A new website for the institution has been developed and is regularly updated by the website committee in charge and the IT cell.
- RUSA Cell, IQAC, SVCGC, Examination Cell, Scholarship Cell, and various sections of the office have been provided with computers, 10 multifunctional printers, scanners, photocopiers, antiviruses, inverters/UPS, and internet facilities.
- The college's accounts are maintained with IFMIS (Integrated Financial Management and Information System) software.
- Numerous antivirus software, inverters, and UPS units have been purchased to mitigate power fluctuations.
- LED TVs, amplifiers, electronic podiums, smartboards, and smartphones are being utilized for various curricular and cocurricular activities.
- The use of online platforms like Google Meet and Zoom has been initiated for classes, extension activities, workshops, webinars, conferences, FDPs, training programs, and institutional and departmental meetings.
- Institutional and departmental instructions related to students are shared in student WhatsApp groups created by the college and sent to their Gmail accounts.
- Various innovative methods are used by the teachers to make the learning process more effective, including giving group assignments and giving power point presentations Where students can discuss together and explore their knowledge
- Available at SWAN College, which is a component of The National e - Governance Plan, it provides secure and high-speed connectivity for all functions of government treasury and accounts.
- The college has its own official website, in which all the information of the college is made available to the stakeholders. The Website Adress Is: [www.gtcanuppur.ac.in](http://www.gtcanuppur.ac.in).
- The areas of IT facility in the college are: - own website, EhRs, CMS, mptaas, NIC kawach, if mis, Google workspace, hedge, E-Parvesh, and online exam form portal.

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

**4.3.2****Student – Computer ratio (Data for the latest completed academic year)****Response:** 32.04**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 76

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

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

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

**Response:** 9.64**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
3.39	16.05	14.84	17.8	4.68602

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



## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 73.27

**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
1989	1130	1685	1645	1890

#### 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](#)

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

[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)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.1.3

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

**Response:** 100

**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
2435	2382	2545	2046	1973

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

### 5.1.4

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

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

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

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

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

**Response:** 5.17

**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
236	227	54	80	67

**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
5836	5253	664	607	479

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

### 5.2.2

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

**Response:** 0.02

**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
01	0	0	0	01

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

## 5.3 Student Participation and Activities

### 5.3.1

**Number of awards/medals for outstanding performance in sports/ cultural activities at University /**

**state/ national / international level (award for a team event should be counted as one) during the last five years**

**Response:** 22

**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	7	0	5	5

File Description	Document
Upload supporting document	<a href="#">View Document</a>
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.3.2

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

**Response:** 4.2

**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
4	6	0	6	5

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

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

The Alumni Association acts as a link between the “Alma Mater” and the “Alumni”. It is moving ahead, with selfless intentions for the growth and development of the institute and the students. The association provides a platform for interaction between alumni, present students, faculty of the institute and institute administration. It has contributed significantly through financial and non-financial means the help of the active participation of the alumni.

Our Institute Govt Tulsi College Anuppur registered our Alumni Association on **30th November 2022**. Since then it is acting as a bridge between our passed out students and our new students.

**The mission of alumni association of our college:**

- To strengthen communication between alumni and the college.
- Encourage participation in Alumni related programs.
- Provide opportunities to alumni to participate in the continued growth and development of the college.
- Increase alumni participation in fund raising activities.
- The Alumni can help final year students in their project work and also in employment opportunities.
- Alumni can give guest lecturers for the students to get exposure to the cutting-edge technologies, research and development and entrepreneurship.
- Alumni members meet for annual get-together every year and all the Alumni present are taken around the campus and outstation Alumni who wish to attend the annual get-together meeting are provided with all comforts.
- All the Alumni can participate in various entertainment programs and games organized by the College. College life is one of the most adorable moments in the life of any educated person.
- Aims and objectives are, to collect raise funds for the college from different agencies to strengthen the economic condition of the college, to make a close co-ordination with the college authority, to focus on programmes that aims towards the development of the college.
- To promote such activities that encourage the development of potentials and talents of the students.
- To help the authority in providing financial helps to students of merit who comes from weak socio-economic status and also to the differently abled students.
- To arrange seminar, workshop etc. on progressive and important topics which can help the students in their all-round development so that they can take
- their part in ‘nation building’.
- To make programmers for counseling on career guidance. To undertake some social service schemes like flood relief camps, health camps etc.

**Contribution of the Alumni Association:**

- The Alumni Association has granted Prizes, books and stationery to the poor and deserving students, etc. at a personally appropriate level.
- Various social welfare and awareness activities organized by the institute such as Swatchata Abhiyan, Tree plantation, Blood Donation Camp, Free Medical and eye test camp, Covid Vaccination drive and many more were implemented to create self-reliance among the present students and especially the poor and the needy.
- They have provided career and vocational guidance for professional and career development.
- The members of the Association get every type of possible assistance.

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

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### **Response:**

The college administration is founded on inclusivity and participation, reflecting the institution's vision, mission, and goals. Various committees are responsible for implementing schemes and activities that promote the overall development of the college. The administrative structure utilizes a scientific approach, with a strong emphasis on social engagement programs and practical learning experiences. These programs ensure comprehensive student development through experiential learning.

Regularly organized value programs and activities, such as blood donation drives, cleanliness campaigns, gender sensitization programs, Digital India initiatives, traffic awareness, and voter awareness campaigns, highlight the college's dedication to societal contributions. The Internal Quality Assurance Cell (IQAC) has initiated innovative activities, including biodiversity mapping, green audits, energy audits, and environment audits on campus, to enhance environmental consciousness.

Workshops and programs aimed at improving quality standards are frequently organized. The college conducts workshops and lectures to cultivate an innovative mindset among staff and students. The Academic Council Cell and IQAC work continuously to establish a robust teaching-learning structure that emphasizes participatory, student-centric learning and develops students' problem-solving skills.

To equip students with essential trade skills, the Swami Vivekananda Career Guidance Cell organizes skill development workshops, promoting entrepreneurship and self-employment. Additionally, industrial-academic partnerships are fostered through Industrial-Academic Meets, enhancing practical exposure and collaboration.

#### **NEP 2020 Implementation**

The effective implementation of the National Education Policy (NEP) 2020 in Madhya Pradesh colleges requires close coordination with faculty. Organizing workshops and training sessions to familiarize faculty with NEP elements is crucial. Establishing open communication channels for feedback and encouraging departmental collaboration to align curricula with NEP principles are essential steps. Providing adequate resources and forming task forces for specific policy aspects will ensure comprehensive support for the implementation process.

Continuous feedback mechanisms and a monitoring framework are vital for iterative improvements. Encouraging innovation in teaching methods and acknowledging faculty contributions will foster a conducive environment for NEP 2020 implementation. The Academic Bank of Credit (ABC) under NEP 2020 functions like a financial bank, managing credits and grades online. From the 2024-25 session,



ABC and DigiLocker enrolment will be mandatory for all students. ABC facilitates easier entry and exit options, credit transfer, and maintenance across institutions.

### Jan Bhagidari Committee

The Jan Bhagidari Committee was established in government colleges of Madhya Pradesh by a special gazette notification on September 30, 1996, to promote local self-governance and make the administrative system more participatory and inclusive. The government appoints the chairman, and in the absence of an appointment, the district collector serves as the ex-officio chairman. The college principal acts as the secretary of both the General Council and the Managing Council.

The Jan Bhagidari Committee has the authority to set and increase fees and generate revenue through consultancy and educational efforts. It is responsible for creating an academic environment on campus. All self-financed programs and courses are managed by the Jan Bhagidari Committee. It ensures teaching arrangements for these courses through guest faculty, adhering to government regulations for inviting guest faculty. The committee utilizes the Public Participation Fund for academic activities and general college development, particularly in creating infrastructure for self-financed subjects, including books, laboratory equipment, and chemicals. The Governing Council remains the supreme body of the institution.

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

## 6.2 Strategy Development and Deployment

### 6.2.1

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

#### Response:

In Madhya Pradesh, the Higher Education Department is working administratively with the Secretariat and the Ministry. The Commissioner is the highest executive authority in the Higher Education Secretariat and Issues orders directly to the colleges. As a government-affiliated institution, our college diligently adheres to the guidelines and directives issued by the Department of Higher Education, Government of Madhya Pradesh. The Principal, serving as the leader of institution, collaborates with the Heads of Departments (HODs) and various committees to develop and execute policies, strategic plans, and development initiatives in a democratic and inclusive manner.

The Principal is supported in both academic and administrative duties by a diverse team comprising the heads of all departments, the sports officer, the librarian, conveners and members of various committees, and office staff. The HODs manage the activities within their respective departments, while the Head Clerk handles establishment-related matters, with assistance from the Accountant and Lower Division Clerks (LDCs) who oversee accounts and finance-related tasks.

The Internal Quality Assurance Cell (IQAC) is tasked with creating the Annual Action Plan focused on quality enhancement and maintenance, ensuring consistent implementation of quality measures throughout the academic session.

The Staff Council, led by a senior professor as its secretary and including all teaching staff as members, functions as a statutory body to make policy decisions for the institution.

Our Janbhagidari Samiti, includes representatives from the local community such as social workers, politicians, educationists, industrialists, entrepreneurs, alumni, students, and parents. The government nominates the Chairman of the JBS, with the Principal acting as the secretary. This committee manages and setting fee structures, generating revenue, and utilizing funds for infrastructure development, maintenance, and overall college management.

In terms of financial management, the Principal, in coordination with the Amalgamation Fund Committee—which includes senior professors, the sports officer, the librarian, and the accountant—plans the utilization of the Amalgamation Fund. The Principal also holds regular meetings with RUSA and World Bank committees to apply for funds and plan their effective use for academic and infrastructural improvements. Benefiting from RUSA and the World Bank-funded MPHEQIP, the college has secured grants for various infrastructure and academic projects.

Regarding service rules, the college follows those established by the UGC and the Government of Madhya Pradesh. All employees adhere to the Government Service Rules of MP (1965). Additionally, all procurement activities in the college are governed by the MP General Financial Rules 2015.

Permanent faculty appointments are made by the state government according to UGC norms through the MPPSC. Guest faculty for vacant positions are recruited via an online mechanism devised by the DHE, while guest faculty for self-financed courses are invited by the Secretary of the Janbhagidari Samiti, in accordance with DHE guidelines.

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

## 6.2.2

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

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

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

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

### **6.3 Faculty Empowerment Strategies**

#### **6.3.1**

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

**Response:**

Effective welfare schemes are meticulously implemented for both teaching and non-teaching staff at the college, in alignment with government regulations. Every employee benefits from these schemes, which span a wide range of financial, career development, establishment support, and health and wellness initiatives.

Financial welfare schemes for teaching staff include the General Provident Fund, insurance, the Group Insurance Scheme (GIS), and various loans and advances as per government rules. They also receive free medical treatment in both government and private hospitals, medical reimbursement, and an array of leaves such as casual leave, optional leave, earned leave, maternity leave, paternity leave, child care leave, and seasonal vacations. Additionally, staff are entitled to leave encashment and travel allowances. There is also a 3% reservation in admissions for the wards of employees for higher education. Retirement benefits include pensions under both the old and new pension schemes, along with death/retirement gratuity. The college also provides a grievance redressal cell, an internal complaint committee, and a separate parking facility for staff.

For career development and progression, the college facilitates study leave and duty leave to attend seminars, conferences, and other professional engagements. Career advancement schemes include Faculty Development Programs (FDP), orientation programs, refresher courses, seminars, training

sessions, webinars, conferences, and workshops. Teaching staff have access to extensive library facilities, including free remote access to INFLIBNET/NLIST, as well as internet and Wi-Fi services.

Establishment support is another significant area of welfare. The college provides electronic service books, ensures the dissemination of information via email IDs, and offers official email ID support. Health and wellness are promoted through physical fitness facilities, including sports amenities, an outdoor gym, yoga sessions, meditation sessions, and a morning walk track.

Non-teaching staff also benefit from comprehensive welfare schemes. These include retirement benefits, compassionate appointments, the General Provident Fund, limited residential facilities, office and development training, festival advances, medical reimbursement, loans from the GPF, and maternity benefits. Child care leave is also available. Additionally, class IV employees receive grain and uniform allowances.

The college has an annual performance appraisal system to ensure high performance standards among employees. For permanent faculty, the Department of Higher Education, M.P. has established a structured three-layered performance appraisal system in accordance with UGC guidelines. The appraisal report for permanent gazetted teaching staff consists of three parts:

Part A covers general information and academic background;

Part B assesses teaching/attendance, involvement in college activities, and academic/research activities; and

Part C includes other relevant information. This report is reviewed and graded by the principal, the divisional additional director, and the commissioner of higher education. Any adverse remarks are communicated to the employee for clarification.

A similar appraisal process is used for non-teaching staff, including sports officers and librarians, although the formats differ. This thorough appraisal system ensures that all activities undertaken by teaching staff are recorded and verified by the Internal Quality Assurance Cell (IQAC) of the institution. After verification and remarks by the principal, the reports are forwarded to the divisional additional director and then to the commissioner of higher education for final remarks. This meticulous process ensures that the performance of staff is continuously monitored and enhanced, maintaining high standards of educational excellence at the institution.

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

### 6.3.2

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

**Response:** 1.27**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

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

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**6.3.3**

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

**Response:** 54.36**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
51	47	4	4	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
9	7	7	7	7

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

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

#### Response:

The college is an affiliated institution, here procedures have been laid down for raising the necessary funds and its optimum utilization. In the utilization of resources, all the guidelines issued by the Higher Education Department as well as the State Government are followed.

#### Major Sources of Institutional Funds

- State Government
- RUSA (Rashtriya Uchchatar Shiksha Abhiyan)
- World Bank
- UGC (University Grants Commission)
- University
- Janbhagidari Samiti

#### Strategies for Mobilisation and Optimal Utilization of Funds

- Proposal Invitation and Finalization
  - Proposals for equipment, books, academic activities, etc., are invited from various departments.
  - Finalized in committee meetings chaired by the Principal.
- Utilization Monitoring
  - Funds are utilized according to financial and store purchase rules of the Government of Madhya Pradesh.

- Principal monitors the optimal utilization of funds.
- Utilization certificates are sent to higher authorities as required.
- Transparent Purchasing Procedure
  - Major purchases are conducted through the GeM (Government e-Marketplace) portal.
  - Open bids are invited and selected in the presence of the purchase committee.
  - Orders are placed with the vendor offering the minimum cost.

### **Janbhagidari Samiti (JBS) Management**

- Financial Committee Proposals
  - JBS Financial Committee prepares expenditure proposals.
  - Proposals are discussed and approved in JBS Committee meetings.
  - Ensures optimal utilization of funds as per set rules and regulations.
- Development Fees
  - JBS levies development fees on students.
  - Fees are used for furniture, equipment, maintenance, and academic activities.
  - Fees from self-financed programmes are used for staff salaries and maintaining academic standards.

### **Fund Utilization in the Last Five Years**

- RUSA and World Bank
  - Funds received for infrastructure augmentation and maintenance.
  - World Bank funds used for academic activities and infrastructure development under the MPHEQIP scheme.

### **Government Funding**

- Heads of Allocation
  - Salary, contingency, traveling allowance, medical expenses, books, and stationery for SC-ST students.
  - Career fair and short-term career-oriented training programmes.
- Disbursement
  - Salary budget disbursed to staff accounts.
  - Scholarship and accommodation funds from the Scheduled Caste Welfare Department directly disbursed to student accounts.

### **Student Fees**

- Sources of Funds
  - Amalgamated Fund, Personal Deposit, Library, Sports, Group Insurance, and Janbhagidari fund.
- Utilization
  - Funds are utilized within the same year by respective committees as per government guidelines.
  - Group insurance funds are sent to the group insurance company.

### University Fund

- Examination Fees
  - Specific amount from student examination fees is used for conducting university exams, including external practical exams and field projects.
- NSS Fund- Utilized for organizing residential camps and regular activity for NSS units.

### Audit Mechanisms

- Internal Audit- Conducted by the Internal Audit Committee constituted by the Principal.
- External Audit
  - Conducted annually by a Chartered Accountant hired by the Principal.
  - Also conducted by auditors from the Accountant General of Madhya Pradesh and the Department of Higher Education (DHE), Government of Madhya Pradesh.

### Financial Record Management

- Tally Software- Used for maintaining income and expenditure records.

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

## 6.5 Internal Quality Assurance System

### 6.5.1

**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities**

#### Response:

The Internal Quality Assurance Cell (IQAC) has been pivotal in directing the efforts of all stakeholders towards institutionalizing strategies. By setting benchmarks and parameters for academic and administrative activities during initial IQAC meetings, the institution has implemented numerous quality assurance initiatives, resulting in significant incremental improvements across various domains during the assessment period.

Notably, the NEP-2020 was implemented, alongside the introduction of six vocational courses and various elective, certificate, add-on, and value-added courses. A structured feedback system was



established, and a center for Madhya Pradesh Bhoj Open University, Bhopal, was set up, with cross-cutting issues integrated into the curriculum.

In the area of teaching, learning, and evaluation, student-centric, ICT-enabled, and blended teaching methods were initiated, with Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) defined to support Outcome-Based Education. Experiential, participative, and collaborative learning was promoted through field projects, internships, community engagement, and study tours. The teaching-learning process was monitored via Academic Planners, Teachers' Diaries, and a feedback system. Faculty were encouraged to develop e-content, and the use of ICT in teaching, learning, and evaluation was enhanced, with support measures for slow and advanced learners implemented, including remedial classes and a mentor-mentee scheme.

In research, innovation, and extension, a Research and Development Cell was established, along with a corresponding policy. Seminars and workshops on Research Methodology, Intellectual Property Rights (IPR), and entrepreneurship were organized, and papers were published in UGC CARE listed journals. Collaborative activities were conducted through MoU's with prestigious institutions, GOs, and NGOs, with extensive extension activities undertaken via NSS, NCC, and SVCCG.

Regarding infrastructure and learning resources, optimal allocation and utilization of funds for infrastructure development and maintenance were ensured through RUSA and World Bank grants, with IT infrastructure upgraded, and facilities like a playground, parking, NADEP, an open gym, a girls' hostel, and a girls' common room constructed, alongside vermicomposting. Equipment for science laboratories, projectors, computers, and sports items were procured, with E-Granthalaya established and an NLIST subscription obtained.

Student support and progression were enhanced through expert lectures and workshops on personality development and career counseling, district-level career fairs, an induction program for new students, registration of the Alumni Association, establishment of a career guidance cell, and implementation of the mentor-mentee scheme.

Governance, leadership, and management were strengthened by revising the institution's vision and mission in alignment with NEP-2020, formulating various policies, conducting Faculty Development Programs (FDP) and training programs for teaching and non-teaching staff, and performing an Academic and Administrative Audit, with participation in NIRF.

Institutional values and best practices were promoted through the establishment of the Eco Club, introduction of new best practices aligned with the institution's vision and mission, formulation of a Code of Conduct for students and teachers, and conducting various audits, including Gender, Energy, Environmental, and Green Audits, along with the publication of the e-Newspaper "Tipan Bulletin" and establishment of a differently-abled cell. These comprehensive initiatives by the IQAC have significantly enhanced the quality across all aspects of the institution.

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

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

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

**Response:** A. Any 4 or more of the above

<b>File Description</b>	<b>Document</b>
Quality audit reports/certificate as applicable and valid for the assessment period.	<a href="#">View Document</a>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

#### **Response:**

Government Tulsi College, Anuppur is a leading co-educational institution in the tribal dominated area, where the number of female students is more than the number of male students enrolled. The college ensures its participation towards quality education, gender sensitization, equality and safety environment as well as environmental protection, human values and social responsibilities.

#### **Facilities and Infrastructure—**

#### **Safety & Security**

- A senior and experienced gatekeeper.
- Dual exit gate.
- Fire extinguisher placed in the campus.
- CCTV cameras for the safety of girl students.
- separate washrooms for staff, girls and boys on each floor of the college building.
- Separate cycle stand has been arranged for the convenience of girl students.
- Identity card issued to all the students' teachers and the non-teaching staff.
- The college has committees to monitor and address safety, security and social issues, like Women Anti-Harassment cell, Anti Ragging Committee, Discipline Committee and Student Grievance Redressal Cell etc.

#### **Implementation of Gender Sensitization Policy**

Government Tulsi College works actively to sensitize students on gender issues through various programs. By formulating a gender sensitization policy and implementing it. The college ensures that, there should be no discrimination on the basis of color, gender, caste, religion, language etc. Safe environment should be available to the girl students and women employees and officers of the college for study and teaching.

#### **Women Empowerment and Women Harassment Prevention Cell**

The Women's Harassment Prevention Cell at the college ensures gender equality and supports women's rights and safety. It addresses gender discrimination complaints and offers counseling for female students' personal issues, with both male and female teachers involved for fairness. this ensures that equal opportunities are available to both male and female students in the college and any gender issues

are redressed fairly.

### **Student Welfare and Student Grievance Redressal Cell.**

The college features a Student Grievance Redressal Cell for resolving various student issues including admission, scholarship, and class conduct. Students can submit complaints via the complaint box or directly to the cell or Principal. Prompt redressal is ensured, particularly for complaints regarding sexual harassment or discrimination, handled by the Women Harassment Prevention Cell.

**Discipline and Anti Ragging Committee-** has been constituted which regularly monitors the issues related to ragging and ensures discipline.

**Awareness Programs-** are organized by the NSS unit & Women's Cell

- Awareness program on gender sensitive topics like women safety, “Beti Bachao Beti Padhao”, child labour, child marriage through street plays and rallies by NSS and NCC student volunteers.
- Lecture based on legal aid regarding women harassment and domestic violence
- Awareness program through seminar, painting, Rangoli, poster, essay and slogan competition etc.
- Mini Marathon and Tree Plantation on International Women's Day.
- Gift distribution to girl students on daughter's day.
- The syllabus related to Gender Equality and Women Empowerment is available for degree programs and post-graduation programs.
- Under the NEP 2020, single and group projects are conducted on social issues.

**Girl's Common room-** The college has a girls' common room equipped with all basic amenities like sanitary pads, sofas, drawing tables and attached washroom.

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

### **7.1.2**

**The Institution has facilities and initiatives for**

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

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

<b>File Description</b>	<b>Document</b>
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.3

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

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

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

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

### 7.1.4

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

**Response:**

Holistic development of human is based on education. The young generation of every country builds its future. Government Tulsi College Anuppur is a proud college of tribal dominated area. Here complete facilities are made available for arts, science, commerce and high-level study-teaching by fulfilling the standards of higher education set by the government. Along with providing an environment of quality education, gender sensitization, equality and safety, the college ensures its participation towards environmental protection, human values and social responsibilities.

In order to promote discipline and moral values, the college has ensured to follow the code of conduct by the students, academic and non-academic staff.

Various intellectual, cultural and sports activities organized in the college to promote harmony among the students. We celebrate cultural, regional, linguistic, socio-economic diversities through programs, workshops and seminars on various national-international importance days and birth anniversaries of great men. Various commemorative days are celebrated in the college every year like Gandhi Jayanti, Swami Vivekananda Jayanti, National Unity Day, Bravery Day, Children's Day, Teacher's Day, Martyr's Day, etc. The college instills moral values by honoring inspirational figures and conducts rituals like Saraswati Puja and tribal ceremonies on occasions such as Basant Panchami. This fosters a positive connection between Indian culture and tribal traditions, exemplified by events like Gaurav Diwas.

**Activities to develop awareness and respect for national identity and symbols:**

The college has always taken various steps which promote awareness of various national identities and symbols. The college celebrates Independence Day, Republic Day and Madhya Pradesh Foundation Day with great pomp.

College organizes a seminar on Hindi Diwas to develop respect and understanding of India's national language Hindi among the students.

**Activities for promotion of fundamental duties and rights of Indian citizens:**

- Collective oath programs are organized by the Department of Political Science, Sociology and the NSS Unit on Youth Parliament Stage, Constitution Day and Good Governance Day. Such programs contribute to the spread of constitutional values and ideals.
- Various activities based on voter awareness such as essays, slogans, poster-making competitions, street play, and rallies, etc. were organized.
- To make students aware of social problems through educational programs like seminars, conferences, and expert talks on Women's Day, Daughter's Day, World Human Rights Day, World AIDS Day, and International Drug Eradication Day.
- Tree plantation, blood donation, and a 7-day residential camp are organized by the NSS unit of the college, where the students are made aware of the problems prevailing in the local community, the villagers are taught cleanliness, education, drug-free, Work is done to create awareness about gender equality, etc. so that they develop a sense of social responsibility and empathy.

**Skill Development and Employment Counselling Activities**

The college regularly organizes employment, self-employment, entrepreneurship development, and skill enhancement training every year under Swami Vivekananda Career Guidance Scheme. Along with this, students also get the benefit of placement facilities through employment fairs. It empowers our students through employability, making them socially, politically, and economically active citizens.

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

## 7.2 Best Practices

### 7.2.1

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

**Response:**

#### **BEST PRACTICE-1**

##### **1. Title of the Practice:**

*“Tulsi Green Initiatives”:* Towards Building an Environmentally Sustainable Campus.

##### **2. Objectives of the Practice:**

The college prioritizes maintaining a clean, green campus and judiciously using environmental resources for present and future generations. It fosters awareness and encourages environmental protection practices among students and staff. Additionally, it emphasizes climate protection, resource conservation, and efficient resource use, including energy and water, while minimizing waste generation through recycling.

##### **3. The Context:**

Government Tulsi College Anuppur maintains a longstanding relationship with nature, evident in its sprawling six-acre campus featuring classrooms, labs, and greenery. "Tulsi Green Initiatives," striving for a plastic-free, waste-minimizing, energy-conserving campus promoting biodiversity and self-sustainability.

##### **4. The Practices:**

**A. Clean Campus Initiative:**GTC aligns with Swachh Bharat Abhiyan, coordinating cleanliness drives

led by NSS and Green Environment Committee members inside and outside campus.

- Organizing cleanliness drives by NSS and Green Environment Committee members.
- Annual oath-taking for cleanliness maintenance.
- Conducting competitions and rallies promoting cleanliness and environmental protection.
- Proper disposal of waste materials and annual tree plantation drives.
- Encouraging public transportation and carpooling, limiting vehicle entry on Saturdays.

#### **B. Smoke-Free Premises:**

- Prohibition of smoking and tobacco use on campus as per NTCP guidelines.
- Implementation by the Anti-Smoking Committee.

#### **C. Waste Management Procedures:**

- Segregation of waste into dry, wet, and e-waste.
- Recycling and disposal of unusable waste by local scrap dealers and municipal vans.
- Transition towards paperless operations and digitization efforts.
- Introduction of e-library and encouragement of digital submissions.

#### **D. Curriculum and Academic Activities:**

- Offering certificate courses on medicinal plants and organic farming.
- Inclusion of environmental syllabus in various degree programs.
- Conducting projects, lectures, webinars, and field visits on environmental topics.

#### **E. Awareness Initiative:**

- Organizing campaigns, seminars, workshops, and conferences on green campus policies.
- Encouraging departments and committees to promote environmental activities at grassroots levels.

#### **F. Plastic Free Campus:**

- Strict prohibition of single-use plastics on campus to align with government directives.
- Active engagement in solid waste management and emphasis on environmental sustainability.

### **5. Evidence of Success:**

- GTC has a Clean and Green Campus. There are approximately 145 trees, a Tulsi Vatika with many plants and shrubs.
- The college building's design utilizes open spaces, allowing ample natural sunlight, eliminating the need for fossil fuel generators during power cuts, evident in its lower electricity bills compared to households.
- GTC is a "Plastic-Free & Tobacco-Free Campus".
- Most of the students of our college come from rural areas primarily use public transport like buses and railways, effectively reducing air pollution through sustainable commuting.
- GTC provides Wi-Fi, Workspaces, and Smart & Virtual Classrooms to reduce the use of paper.

### **6. Problems Encountered and Resources Required:**

- Lack of space availability to do green practices for example, the maximum geographical area of the college occupied with concrete building construction.
- An inadequate supply of plastic alternatives increases their cost which makes them less popular in society.



- Due to the lack of resources, we are unable to establish a Solar panel unit in our institute.

## **BEST PRACTICE-2**

### **1. Title of the Practice: “Promotion of a sense of social responsibility among the students”**

**2. Objectives:** Government Tulsi College in Anuppur, a pivotal institution in a tribal-dominated area, prioritizes quality education for tribal and backward communities. Through its NSS unit, it fosters leadership, social responsibility, and community engagement. The college aims to empower students and the community, fostering civic commitment and capacity building for tackling social challenges.

### **2. Context:**

Education should prioritize instilling social responsibility in students, alongside academic growth and personality development. Participation in social activities fosters a sense of duty towards society. In today's competitive world, nurturing students' overall personalities is crucial, opening doors to global opportunities and benefits.

### **3. Practices:**

#### **A. Social Awareness Programs & Extension Activities:**

- NSS organizes tree plantation, blood donation, and residential camps at Adopted Villages (Paraswar and Kusmahai).
- Students spread awareness about local community issues like cleanliness, education, and drug addiction through street plays and lectures.
- NCC and NSS train students for volunteering in government initiatives like elections, vaccination drives, and traffic management.

#### **B. Health Initiatives:**

- Regular blood donation camps, health counseling, fitness, and yoga programs are conducted.
- The Red Ribbon Club organizes events on AIDS awareness, first aid services, and health awareness rallies.

#### **C. Disaster Management and Epidemic Control:**

- Awareness programs and vaccination drives are conducted during epidemics like COVID-19.
- College volunteers motivate people to get vaccinated and contribute to relief funds. A compulsory donation of ₹ 2000 was given to the Chief Minister's Relief Fund by the staff and office bearers of the college including the principal.
- The college in association with the NCC and NSS unit conducts programs Disaster management training programs are organized for students and staff.

#### **D. Democratic and Constitutional Values:**

- Voter awareness programs and campaigns are held annually on January 25.
- Various awareness programs like mass oath, cycle rallies, marathons, speeches and human chain street plays, etc are organized on international/national days like International Women's Day, Constitution Day, National Youth Day, National Integration Day, World Wild Life Day, Environment Day, AIDS

Day, Population Day, National Voters Day, etc.

- Cultural activities like 'Yuva-Utsav' and 'Youth Parliament Manchan' promote holistic development and social responsibility.

**F. Career Fairs and Skill Enhancement:**

- Swami Vivekananda Career Guidance Cell conducts career fairs and skill enhancement training.  
 - Employment and entrepreneurship development programs empower students economically and socially, providing placement facilities through job fairs.

**Evidence of Success:**

- NSS motivates vaccination drive, resulting in high turnout at college center.  
 - College encourages girl child enrollment, leading to increased female student enrollment.  
 - Assistant professors receive citation for voter awareness campaign efforts and the citation received by UNICEF for the special contribution made towards child protection under the “AAGAAZ Internship Work Program 2022” to the volunteers of the NSS.

**Social Impact:**

Institute's social services uplift society and students, fostering discipline, resource value, sustainability, teamwork, and communication skills, while promoting societal awareness and selfless service.

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

**7.3 Institutional Distinctiveness**

**7.3.1**

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

**Response:**

**Empowering Tribal Youth Through Holistic Education: Government Tulsi College Anuppur Remarkable Journey**

In the heart of a tribal-dominated region, Government Tulsi College Anuppur stands as a beacon of hope

and empowerment for tribal youth. Amidst the challenges posed by socio-economic disparities and cultural distinctiveness, the college has fervently pursued a distinctive priority: the holistic development of tribal youth through education. This commitment has not only transformed lives but has also become a guiding light for other institutions in the pursuit of holistic education.

### **The Vision Unveiled:**

The institute's vision is encapsulated in its commitment to multidimensional development. Recognizing the marginalized status of tribal youth, the college has dedicated itself to providing not just education, but a transformative journey. By embracing the principles of interdisciplinary education and research, it seeks to empower its students with a comprehensive outlook that extends beyond the boundaries of traditional academics.

### **A Unique Mission:**

Central to the institute's mission is the cultivation of skills, efficiency, and promotion. The college, with its focus on remote youth from Anuppur District, acknowledges the need to bridge the gap between classroom learning and real-world applications. To this end, it has introduced a range of professional courses that are carefully curated to align with the aspirations of an independent India. This blend of education and practical skills equips students to contribute effectively to their communities and the nation.

### **Creating Access and Inclusion:**

One of the college's most significant achievements lies in its ability to link marginal students to reputable institutions. By providing a platform for these students to access quality education, the institute contributes to their upward mobility. Recognizing the importance of diversity, Government Tulsi College Anuppur's admission process prioritizes students from all castes and classes, ensuring an inclusive learning environment.

### **Women's Empowerment: A Cornerstone:**

A defining hallmark of the college's commitment to holistic education is its dedication to gender sensitization and empowerment. The college's initiatives have led to a higher gross enrollment ratio of women compared to men. With a well-structured 'Women Harassment Prevention Cell,' gender-related issues are addressed proactively. The presence of CCTV cameras on campus underscores the institution's focus on ensuring the safety of its female students.

### **Beyond Academics: Fostering Social Responsibility:**

The college goes beyond academic excellence by nurturing a sense of social responsibility among its students. Through area-based activities, it instills practical knowledge and awareness of community responsibilities. Celebrating cultural, regional, and socio-economic diversities, the college organizes programs, workshops, and seminars on crucial societal themes. This encourages students to become active participants in addressing challenges such as environmental protection, gender equality, and voter awareness.

### **The Role of Technology in Learning:**

In an era driven by technology, Government Tulsi College Anuppur recognizes the significance of digital literacy. By leveraging ICT-enabled classrooms, the college transforms learning into an interactive and engaging experience. Blending traditional teaching methods with modern techniques, it paves the way for a dynamic and comprehensive educational journey. This blend is particularly evident in the college's response to the challenges posed by the COVID-19 pandemic. Swiftly transitioning to online teaching, the college ensured that students continued to receive quality education despite the constraints.

### **Cultivating Environmental Stewardship:**

The institute's commitment to environmental protection is evident through its sustainable initiatives. With a history dating back to 1972, the college has consistently championed environmental conservation. Annual tree plantations on World Environment Day and International Earth Day signify the college's dedication to creating an eco-friendly atmosphere. The campus, adorned with green spaces and trees, reflects its emphasis on ecological balance.

### **Social Outreach: Shaping Responsible Citizens:**

The National Service Scheme (NSS) at Government Tulsi College Anuppur plays a pivotal role in nurturing social responsibility among students. Through various camps, awareness programs, and initiatives like tree planting and blood donation, students engage with local communities. By addressing prevalent issues, they not only develop empathy but also emerge as responsible citizens who actively contribute to societal well-being.

### **In Conclusion:**

In a region grappling with challenges unique to tribal communities, Government Tulsi College Anuppur has stood as a symbol of hope and transformation. Through its commitment to holistic education, it has empowered tribal youth with knowledge, skills, and a sense of social responsibility. By fostering an inclusive and gender-sensitive environment, the institute has paved the way for a brighter future for its

students and the communities they serve. As the college continues to prioritize its mission, its journey remains an inspiring testament to the power of education in driving positive change in society.

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

## 5. CONCLUSION

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### **Additional Information :**

Government Tulsi College, the lead college of Anuppur District, has been recognized as the Prime Minister College of Excellence (PMCOE) for the 2023-24 session. In the 2024-25 academic year, the college introduced new undergraduate courses in Biotechnology, Computer Science, Geography, English, and Sanskrit, along with postgraduate programs in Mathematics and Physics. Additionally, CRISP (Center for Research and Industrial Staff Performance) introduced a B.Com (BFSI) program. The PMCOE scheme sanctioned 33 new assistant professor positions and 7 non-teaching staff roles.

The college is now affiliated with Pandit Shambhoo Nath University, Shahdol (M.P.), transitioning from its previous affiliation with APS University, Rewa (M.P.). Under the MPHEQIP/RUSA initiatives, the Department of Higher Education provided modern equipment and infrastructure for the physics, zoology, botany, and chemistry departments, a high-tech computer lab, furniture, ICT facilities, library resources, and open gym equipment.

To enhance administrative efficiency, the college introduced electronic workspaces for different departments and committees. For good governance, the college implemented both offline and online grievance redressal systems, the CM Helpline Scheme, Lok Seva Guarantee Act 2010, and RTI Act 2005. Biometric attendance and the Sarthak app, provided by the Department of Higher Education, M.P., were adopted to ensure accurate staff attendance, making the process entirely app-based.

The college also serves as an examination center for various programs, including LLB, LLM, B.Ed, Madhya Pradesh Open University courses, BSW, MSW, and MPPSC. Student enrollment and participation in NCC, NSS, and sports activities have been continuously increasing, reflecting the college's dynamic campus life and commitment to holistic student development.

Government Tulsi College's strategic initiatives and modern facilities underscore its dedication to academic excellence, good governance, and comprehensive student development. The college continues to uphold its legacy of quality education, fostering an environment where students are well-prepared for both academic and professional success.

### **Concluding Remarks :**

Government Tulsi College in Anuppur, established in 1972, offers 20 UG and PG programs under APS University, Rewa. Implementing the New Education Policy (NEP) 2020, the college introduced six vocational courses in 2021-22, emphasizing multidisciplinary education and multiple entry-exit points. Faculty members

develop e-content and use ICT tools for teaching, supported by a Wi-Fi-enabled campus and ICT-enabled classrooms.

The college integrates field projects, internships, and community engagement into UG programs and project work in PG courses. Cross-cutting issues like gender, environment, and human values are embedded in the curriculum. Feedback from stakeholders leads to continuous improvements.

Tulsi College focuses on experiential learning, continuous internal assessment, and robust evaluation systems. Research is supported with substantial funding, leading to numerous publications. The college fosters innovation through workshops on Research Methodology and Intellectual Property Rights.

Outreach programs include environmental awareness, health drives, and voter awareness, enhancing community sensitivity. The college has 44 MOUs for collaborative activities, enriching student learning. During the COVID-19 pandemic, students produced sanitizers, demonstrating proactive engagement.

The campus spans 13.55 acres, with modern facilities including ICT-enabled classrooms, laboratories, and sports amenities. The library, managed by e-Granthalaya, offers extensive resources. Financial support is provided through scholarships, and the college ensures a safe environment with grievance redressal mechanisms.

Holistic development is encouraged through co-curricular activities, NCC, and NSS participation. The alumni association supports the college's growth. Governance aligns with the institution's vision, involving a decentralized approach with various committees. Staff benefits include comprehensive welfare schemes and professional development opportunities.

Government Tulsi College is dedicated to quality education, sustainability, and social responsibility. Initiatives like "Tulsi Green" and Swachh Bharat Abhiyan highlight its commitment to environmental conservation and community welfare. The college promotes gender sensitivity and inclusivity, engaging students in diverse cultural and educational programs. Through the Swami Vivekananda Career Guidance Scheme, students gain employability skills, preparing them as socially responsible citizens.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :32</p> <p>Remark : DVV has made changes as per report shared by HEI</p>																				
1.2.2	<p><b><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></b></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1719</td> <td>619</td> <td>43</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1649</td> <td>572</td> <td>52</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	1719	619	43	0	0	2022-23	2021-22	2020-21	2019-20	2018-19	1649	572	52	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
1719	619	43	0	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
1649	572	52	0	0																	
1.3.2	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p>1.3.2.1. <b>Number of students undertaking project work/field work / internships</b></p> <p>Answer before DVV Verification : 1286</p> <p>Answer after DVV Verification: 0</p> <p>Remark : DVV has made changes as HEI has not provided completion certificates</p>																				
2.4.1	<p><b>Percentage of full-time teachers against sanctioned posts during the last five years</b></p> <p>2.4.1.1. <b>Number of sanctioned posts year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>39</td> <td>40</td> <td>25</td> <td>25</td> <td>25</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	39	40	25	25	25										
2022-23	2021-22	2020-21	2019-20	2018-19																	
39	40	25	25	25																	



Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
36	38	23	23	25

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

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)**

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
26	24	19	22	13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
27	27	19	26	14

Remark : DVV has made the changes as per report and template data shared by HEI.

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)**

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)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
03	01	03	0	0

Answer After DVV Verification :

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

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

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
12	2	4	1	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	2	4	1	0

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

**3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years****3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	15	4	8	3

Answer After DVV Verification :

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

Remark : DVV has made changes as per reports shared by HEI

**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.**

Answer before DVV Verification :

Answer After DVV Verification :19

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

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

Answer before DVV Verification:

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

48.16155	41.39640	46.47477	143.1757 9	85.56658
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5.93	6.04	4.6	20.93	12.64

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

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)***

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
66.4759	16.05568	13.80657	17.79994	4.68602

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3.39	16.05	14.84	17.8	4.68602

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

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has made change as per report shared by 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
42	7	0	5	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	7	0	5	5

Remark : DVV has made changes only considering winning participants as per report shared by HEI

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
64	22	0	41	25

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	6	0	6	5

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

6.3.3

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
52	48	4	4	0

Answer After DVV Verification :

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

51	47	4	4	0
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### 6.3.3.2. Number of non-teaching staff year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	7	7	7	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	7	7	7	7

Remark : DVV has made changes excluding repeat count

### 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

Answer before DVV Verification : A. 4 or All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has made changes as per reports shared by HEI

### 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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 2 of the above

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

## 2.Extended Profile Deviations

ID	Extended Questions
1.1	<b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b> Answer before DVV Verification : 63 Answer after DVV Verification : 58
1.2	<b>Number of teaching staff / full time teachers year wise during the last five years</b>

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
39	37	25	25	22

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
39	42	23	32	22

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
54.80914	57.45208	60.28134	160.97573	90.25260

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
155.8	94.24	61.11	105.94	171.51