



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

DON BOSCO COLLEGE, MANNUTHY

**DON BOSCO COLLEGE MANNUTHY THRISSUR
680651**

www.dbcollegemannuthy.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Don Bosco College, Mannuthy, a self-financed Arts and Science College affiliated to the University of Calicut, is a Catholic Minority Institution, established in 2005 with the approval of the Government of Kerala.

Part of the global network of 12 Universities and 94 Colleges run by the Salesian Congregation, the College follows the educational system of Don Bosco. Here students' holistic formation is carried out in a family atmosphere. The cultural, emotional, intellectual, spiritual, and relational quotients of students and teachers are nurtured through regular academic education, besides mentoring, counselling and devotional practices.

The curriculum of the University of Calicut is meticulously followed, while assuring sufficient fluidity with regard to additional learning opportunities and qualifications. The introduction of Credit and Choice based Semester System has enabled greater academic mobility. Qualified and competent teachers are appointed; a system of feedback monitors efficiency.

Information and Communication Technology enhances the quality of education and administration. The innovative ecosystem is yielding rich dividends and benefits wider society especially through the final projects of students. Internal quality assessment has taken wings with the formation of IQAC. Strategic programmes, life coping skills, internships and field visits have supported the students in meeting the challenges the job market. The relentless work of the Placement Cell fetches good results.

The college is distinguished for its social commitment, through blood donation camps, palliative care projects, flood relief and Covid-19 succor and the collaboration with the District Hospital and Pain and Palliative Care Home.

Our collaboration with other entities like ESAF Bank, Don Bosco KISMAT, Don Bosco Youth Centre, and Child and Youth Resource Centre have created new vibes to neighbourhood outreach. Don Bosco Education Hub grows promisingly tall. Scholarships are offered to economically weaker students. The Alumni Association and the Salesian Cooperators' Unit render valuable help. Our staff assists other colleges and schools through knowledge sharing and extended activities.

The College ensures that infrastructural facilities are updated. Maintenance and cleanliness are priorities. We take pride in grooming students for successful career. With an outcome based education, students' performance details are recorded and analysed to help out the weak and excel the strong.

Vision

We aim at helping the students to be intellectually competent, morally upright, psychologically integrated, physically fit and strong, and socially responsible. Our students should be capable of championing the cause of justice, love, truth and peace in order to develop our nation. They should equip themselves with enough material to be in the forefront to create a just and human society that respects human dignity and religious harmony. They should be prepared to shoulder the responsibility of fostering national integration, and the cultural heritage of the country. Above all, they should stand on their own feet, facing bravely and successfully,

this world of acute competition.

Mission

To groom intellectually competent, morally upright, psychologically integrated, physically able and socially responsible persons through holistic and innovative education.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

A leader in education and youth services, the Don Bosco College, Mannuthy assures international reachability through a local administration enabling ground to earth reality check and adaptability in an educative system which is followed and inspired by the internationally acclaimed educationist, Don Bosco. Aimed at the holistic growth process of the students and faculties the physical, intellectual, psychological, spiritual, social and cultural development is ensured through a meticulously planned and efficiently executed Educative Pastoral Plan (EPP). Ethical and fundamental human values, our foremost priority, are instilled through various activities including value education classes. Students experience scientific and resourceful learning during their academic journey through innovative teaching-learning practices. Committed teachers with long years of experience in this college, students who have grown to become staff here itself etc. make the teaching experience here more credible. To promote understanding, tolerance and harmony among students of various religions, the College celebrates religious festivals, cultural festivals and other similar occasions. Financial support is extended to deserving students through different scholarships and fee concessions. Staff and students are recharged through various animation programs, meetings, annual retreat, tours, sports, games, club activities and recreation. Student Mentoring Program assures that students are given guidance and helped out in cases of personal and psychological issues. A well-equipped modern library with an up-to-date technology satisfies the knowledge thirst of the teaching- learning community. Uninterrupted power supply is ensured through generator. The college is easily accessible through public transport system. Most of our students do have two wheelers to reach the college.

The most emphatic strength of the college is the commitment to society expressed through long standing tradition of helping the poor in District hospital, palliative care, blood donations and educational aid. The number of extension activities aimed at the most deserving from the society has been a silent reclaiming of goodness in the society of which our students form a rich band of 'Good Samaritans.' The Youth Centre, the Education Hub, the Child and Resource Centre, the Migrant desk etc. and the Evening College are tangible strength areas visible and credible today.

Institutional Weakness

The Arts and Science colleges of Kerala share a common destiny of having to teach average or below average students with a minimum of motivation and making them competitive with others who have higher and more government options. Many students coming from business background and not being motivated for greater academic performances the most time consuming effort in Kerala and especially in Thrissur, is to get down to

solving petty issues even at the cost of missing the vision. There is a tendency in the locality where a degree certificate is more a status requirement than a need for higher objectives in life. A fumbling motivation and economic parameters decide the admission concerns of many students which affect their performances as well.

Governmental and University hindrances towards self-financed affiliated colleges do impact especially with regard to getting permanent affiliations and UGC grants. The partisan thinking and academic decisions made on the basis of political party affiliations etc. do impede the overall academic acumen. Every bit of monetary backup is to be invented by the local administration while the state government and the University meticulously forbids monetary benefit for the college. Granting new courses, affiliations, marginal increase of seats, accepting students under the management quota etc. are issues which keep the energy being spent for unnecessary issues instead of academic progress. Lower salary possibilities fail to incorporate more efficient and highly qualified docents. Standing afloat with the hotel business while running a canteen has curbed our possibilities of a full-fledge and owned canteen. Local supports with regard to this are fragile.

From the part of the college, projects from non-governmental agencies are not tapped sufficiently. Legislative and parliamentary authorities could patron some of the developmental projects of the college. The CSR projects of various corporates are another possibility which is slowly being tapped.

The college does not have a hostel of its own for the boys and staff members. This limits the possibility of accommodating more students from abroad and from other part of the state. We have not been able to tap sufficiently the vicinity of agricultural and veterinary universities.

Institutional Opportunity

Situated at the cultural capital of the State, the College has opportunities to establish linkages with institutes of prominence within and outside the state and the country. It has membership with Xavier Board of Higher Education, and the global Salesian Institutes of Higher Education (IUS). The College has adequate infrastructure, human resources and academic programs to aim to be a 'College with Potential for Excellence' status. New avenues of collaboration with agencies and other entities are open here.

With regard to the academic opportunities there is a whole new horizon unexplored. While we were chained to the traditional system of education, we are aware that there abundant newer generation courses and opportunities which could make our college strive for better excellence. There are education institutions around the college, but there are also overseas as well. Being part of the IUS global with 12 universities, 94 colleges and an abundance of technical education centres, we have more to explore. Staff and student exchange programs between institutions need to be explored to achieve greater excellence and innovation.

There are ample possibilities for more social commitment within the state. Together with the regular and customary programmes with the government hospitals and other needy enterprises, there are also newer scenarios which require our commitment, especially in the area of rural education, social relationships and interreligious dialogue.

There are sufficient opportunities to introduce new professional courses along with already existing programs. Strengthening of alumni network and linkages with industries can be improved and can create more possibilities for increasing the percentage of campus placement. Based on the history and credibility of the institution and the emerging need for higher education in the district, the College will not have any dearth in admissions.

Publication, especially with regard to the streams already in vogue, is another area to be explored. While we have a few authors already inside the campus, there is an abundance of space for further literary outpours. Having a post-graduation in electronics and in finance there is world out there to be incorporated better.

Institutional Challenge

Basing on the family tradition, religious background, economic stability and traditional value system which when couples with modernity and foreign connection, the young population here live a contradiction of values and intent. An obvious lack of the sense of respect to values, staff and elders combined with ample availability for abusive substances, the young generation needs to be trained in order that they do not miss many value knots of life. The rampant impact of social media and video games, merged with irresponsibility for the affairs of their own household render them irresponsible and light headed signed by a heavy lack of motivation. A vulnerable social compactness augmented by the fear factor of parents and elders make the youth irresponsibly capable of disproportionate reactions.

Coping up with the University and the governmental suffocative clutches become a heavy challenge. Noncompliance with Constitution approved opportunities and freedom demonstrated constantly by the government and university, make the task of education to maturity more difficult. When progress is sacrificed for selfish private agenda and value system immolated in front of mobocracy, the arts and science colleges run the risk of mediocre excellence.

Finding out docents with best possible qualifications for meager salary is indeed a greater challenge. Upgrading those docents with potential for excellence and those ever willing to spend time with the young to qualify them become difficult tasks. Job placement and industry interface become trade requirements of society today. But to provide students capable of ungrading to higher opportunities and know-hows and placing them into corporate system requires more commitment from the college. Finding economic sources beyond what is stipulated by the University to provide quality education again becomes a formidable challenge.

The neighbourhood possess new challenges as there are opportunities. Youth and children who have been frequenting the Youth Centre, are indeed challenges as the college is not yet seeking out opportunities for them. There are governmental and non-profit agencies which could collaborate further into making college a pivotal point of serene growth. The rural villages need more attention as well.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

There is a meticulously planned and systematically executed curriculum delivery. Being an affiliated college under the University of Calicut, the Don Bosco College, Mannuthy, adheres to the curriculum prescribed. The initial orientation at the beginning of the academic year reorganizes the faculty in order to ensure the correct, effective and innovative implementation of the curriculum. The annual calendar shows the way for practical execution. With an Objective Driven Semester Plan faculties are trained to ensure course plans and lesson plans are prepared systematically with the help of journals, magazines, and e-resources. There is a continual mechanism to ensure innovation in learning and teaching. The HoD and the Academic Dean

monitor the academic activities on a regular basis to ensure the execution of timetable, of academic calendar and teaching learning process. The academic performance of students is continuously monitored by conducting internal and external examinations, projects, discussions, assignments etc.

Mentors are provided to the students so as to enable them to get correct orientation for life. Feedback from alumni and other stakeholders are given due importance in defining graduate attributes and the design of course outcomes. Apart from the University syllabus and curriculum students are en-capacitated for deployment in the job scenario. To this end, Add-on courses are introduced and followed up.

The academic calendar provides information to the students, faculty members and parents about various programmes scheduled for the year. It informs also about those in-charge of various events, about the participation assured of students in various club and association activities and above all the presence of the College Union and activities undertaken by it. The presence of members from local body, from other stakeholders and above all from students ensures the guidance of the calendar in forming responsible citizens for the future.

There are 180 days reserved for teaching work, while the remaining days and after the class time are used for co-curricular and extra-curricular activities. The choice of elective subjects provide additional know-how for the students. Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

Teaching-learning and Evaluation

Don Bosco College Mannuthy ensures that there is a credible system in place for the teaching, learning and evaluation. College assesses the learning levels of the students and caters to student diversity, especially the slow and advanced learners.

Remedial classes are offered to ensure that there is common comprehensibility regarding subjects. Additional training is provided and as outcome expected and observed there are better performances at the university examination and personal confidence is obtained by slow learners. Advanced learners get more opportunities to fine-tune, to be innovative, and to progress beyond the prescribed syllabi. Placement acts as a means of assessing the realisation of the intended programme.

ICT enabled classroom, seminar hall and AV hall and Wi-Fi facilities provide abundant and diversified resources for the student community. College life is enhanced through Google Classroom, Google Meet, Zoom, WebEx and other such platforms. There is a wide array of E-resources. Google forms are used for feedback. Youtube channels and WhatsApp groups have become great repositories. Students can access various e-books and e-journals from the College library. Platforms like Coursera, Swayam and NPTEL are upheld and encouraged in the college.

While there is a constant thrust on innovative teaching and learning opportunities there are also well systemized process of evaluation in place. Don Bosco College strictly follows the academic calendar of Calicut University. University board examinations are conducted under the surveillance cameras as by the direction by the university with no malpractices permitted. There is an assured notice system which notifies details of the examination through notice boards, E-updates and through website.

The question Papers of the internal examinations are designed and implemented by the respective departments

with the guidance of the examination cell. After a transparent conduct of the exam students who need to improve their scores are given another chances. Class-tests, assignments, projects Viva Voce etc. provide more opportunities to gain better scores.

The college has a well-organized mechanism for redressal of university and internal examination. The college helps students to obtain required information from the university and takes special initiative for resolving grievances.

Research, Innovations and Extension

Don Bosco College believes in creating an ecosystem of progress, innovation and creative sharing of resources. A culture of innovation is being formed and an ecosystem where students and teachers partake in the utilization of resources and facilities.

The outcome expected is connectivity to major players in the educational arena and participation in the international profile creation. To this end as technical infrastructure a credible internet connectivity through Jiofi, a second BSNL connection and portable wifi network is available in the campus. The availability of adequate computing facility with the state of the art Electronic Lab gear the technological upbeat. The language lab and the presence of Campus radio assures the learning process for tomorrow's media. Other than the facilities, the college ensures innovation and creativity through the life in clubs and associations committed to social involvement and society up-building.

With the help of different MoUs with possible entities from the educational, business and service sector, there is a space created for knowledge sharing aimed at fostering collaboration with other players in the arena.

When it comes to the extension activities, the health of the college is remarkably evident. The Community Social Service wing orient the youths to community service. While this creates creative links between the campus and the community, its organization enables youth leadership to social growth.

Being the best at finding out what really matters to people through personal interventions is a guiding principle. That is why creative though processes aided the social intervention through fund collection to help out the needy patients at the District hospital, the palliative care homes, the various blood donation camps and the like. Other than creating aid-based interventions, the college celebrates national and regional feasts like Onam and Christmas with the inmates of the hospital and care home.

The annual Snehasangamam organized by the Thrissur general hospital is a, Patient - Caregiver - volunteer - staff - family get together of Palliative Care unit. Students from the CSS unit animate this programme. Financial assistance for medical intervention and dialysis is a regular feature of creative social intervention.

Infrastructure and Learning Resources

The Institution has adequate infrastructure and physical facilities for teaching- learning.

The college provides well equipped teaching and learning infrastructure in the 23 class rooms with WI-FI facility. A reliable public address system is in place. The entire complex is electrified with State Electricity Board and moreover there are alternative energy sources like Solar Power generation, Generator power

generation, as there are also UPS and battery based power conservation etc. constantly available. There are various offices for an efficient college administration.

A Sprawling and well maintained grass paved and mesh protected playground assists the conduct of sports and games events. Toilet facilities and other washroom amenities are provided as there are also separate rest rooms for female and male students.

The campus is made friendly for the differently abled and the blind. There are separate concreted and roofed parking facilities made available for Faculty and Students. There are two audio visual halls and CCTV facility. A security agency is activated. The Examination Cell has separate office with a strong room.

The maintenance and cleaning facility are well above the mark and the campus is plastic free using green protocol. Vehicles are available for the college authorities and above all for all urgent medical requirements of students and staff.

The institution has adequate facilities for sports, games and cultural activities with two open grounds with high quality grass carpet, with automatic watering and drainage system. There is a well-furnished gymnasium, and a multipurpose auditorium. Facilities are provided for Yoga, Music, Dance, Drama, Visual Arts and other cultural expressions.

The Green Library is automated and follows the Dewey Decimal Classification and uses KOHA for the ILMS and the OPAC system is deployed.

With two computer laboratories and a language laboratory following state of the art requirements the ICT system of the college is robust. There is a wi-fi system in place and the bandwidth connectivity is upgraded basing on the need. College management systems are installed in the campus.

Both Ethernet and Wi-Fi with broad band using optical fiber cable internet facility are available.

Student Support and Progression

The College believes in the wellbeing of the students and in their growth to mature adulthood through shared responsibilities through taking part in the administration of academic and Co-curricular activities of the college.

In every academic year, two students from each class (a male and a female) are elected on the basis of merit and interest as representatives of the class who bridge the gap between the student body and the Class Teacher. Students participate in the decision-making process of selecting activities to be organized by the departments like seminar, workshop, value added courses, etc. through discussions. Each department has an association consisting of student representatives and a faculty member as an advisor.

Various clubs are present in the college with faculty members providing mentorship. With a hierarchical structure that provides leadership and functioning to the various clubs, they invent, coordinate, execute and do the evaluate programmes.

The much acclaimed social service initiatives of the college mitigates the suffering of people the government district hospital, Thrissur, and the Pain and Palliative centre of the hospital, as also in the dialysis centre of the hospital. Under the mentorship of the faculty, students get involved in fundraising, manual involvement and

project coordination for the various activities.

The college has a Student Council formed through the parliamentary mode of election conducted as per the University Rules and Regulations. The student council is involved in organizing Arts, Sports, and celebrations. The council coordinates the college magazine, and facilitates the smooth functioning of the events like College day, festival days etc.

There is a robust sense of expression and students are free to express their grievances through grievance redressal cell. Women students have representation in women empowerment cell and welfare committee of the college. Students give feedback about the departmental activities and academic matters to the principal through offline and online modes.

Dandling between emotional upheavals the students are aided through the mentoring of the faculty members by learning to express their concerns, get involved in social construction and respectful citizenship. Freedom with responsibility is the key here.

Governance, Leadership and Management

Don Bosco College, Mannuthy, affiliated to the University of Calicut, is a branch of Don Bosco International Educational Services, and a Minority Educational Institution, approved by the Government of India. The education philosophy of Don Bosco College Mannuthy is inspired by Don Bosco and the preventive system of education.

The vision of the college is to form integrated individuals who are competent and civic citizens ready to take on the challenges of tomorrow. For this Don Bosco College leads the students through an integrated programme of scientific formation and personality development.

There is a credible system of strategic planning and effective deployment of education system catering to the needs of the society through participative and decentralized governance with a clear hierarchy and ample opportunities where students play major roles. While there is a centre of gravity around the Principal, each sector is empowered with sufficient autonomy and interdependence. All major decisions by the Management are taken democratically after a series of discussions and consultations with the Heads of Departments, College Council, and other stakeholders.

The management of the college is done through the Management Council, consisting of the Manager, the Principal, Vice-Principal and the financial administrator. The decisions of the Management council is followed up and consulted with the College Council comprising also of the Parents and Teachers association. While there is an office superintendent who ensures all official requirements, the Academic dean caters to the regular academic performances. PTA is a constant collaborator and a serious consultant. The IQAC ensures quality performance from all sectors. Public relation officer and alumni association remain active agents of dissemination of the education philosophy. Each department accompanies the fulfilment of the academic requirements while the student council plays leading role in the planning, execution, and evaluation of college activities.

There is a credible E-governance in the college which assures optimized office maintenance. Many welfare projects are made available for the staff. There is a continuous feedback system which verifies the systemic credibility of the college. The appraising system of students and staff is note-worthy.

Institutional Values and Best Practices

Don Bosco College Mannuthy upholds an integrated educative system. Inculcating values is considered as one of the primary features of Don Bosco system. And hence, all the activities and initiatives of the college will explicitly or implicitly impart values.

One of the basic values inculcated here is the **Respect**. Respecting oneself, respecting others, respecting authorities, respecting the constitution and the civic society, respecting other religions and religious pluralism, respecting the opinions of others even when it is contrary to that of oneself, respecting the nature and the future generations etc. are only expressions of this value.

The college campus repeats the *manthra* “Respect Always” reminding all who enter in to have a basic attitude of respect to all. Women cell, anti-ragging cell, grievance cell etc. work to prevent unwanted events. There is a constant conscientisation in this regard.

Respecting elders, other religious traditions, the property of others and the opinion of others etc. are catered for through regular reminders in the College Assembly, animation programmes and mentoring system.

The college has a ban on plastic and limited entry to vehicles to the campus. The abundance of greenery in the campus and pedestrian strips etc. provide adequate reminders for green campus.

Another aspect of respect is the care for nature and energy conservation. While the College is equipped with solar energy which is wheeled to the grid, there are sensor based electricity usages and the use of more LED bulbs to conserve energy. There is a constant watch over wastage of resources and conservation of energy. Recycling of food, water and other degradable energy sources are well catered for as there are systems to ensure the same. Rainwater harvesting, waste water management, bifurcation of waste products and reutilization of possible e-wastes etc. form part of the same philosophy of the college.

There is a periodical audit executed to ensure that the green protocol and conservation methods are operational. The code of conduct and college festivities provide opportunities to affirm this sense of respect.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DON BOSCO COLLEGE, MANNUTHY
Address	Don Bosco College Mannuthy Thrissur
City	THRISSUR
State	Kerala
Pin	680651
Website	www.dbcollegemannuthy.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Raju C. George	04872-373730	9496349308	-	dbciqacmty@gmail.com
IQAC / CIQA coordinator	Antony P. James	04872-371337	7907176409	-	antonyjpjames2003@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes college minority.pdf
If Yes, Specify minority status	
Religious	Christian
Linguistic	
Any Other	

Establishment Details				
Date of establishment of the college	24-06-2005			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name	Document		
Kerala	University Of Calicut	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Don Bosco College Mannuthy Thrissur	Urban	3.72	4259.7

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BCom,Commerce	36	Plus Two	English	66	53
UG	BCom,Commerce	36	Plus Two	English	66	52
UG	BA,English	36	Plus Two	English	28	13
UG	BSc,Computer Science	36	Plus Two	English	45	27
UG	BCA,Computer Science	36	Plus Two	English	53	38
UG	BBA,Management	36	Plus Two	English	66	54
PG	MCom,Commerce	24	Degree Bcom BBA BBS BBM	English	25	11
PG	MSc,Electronics	24	Degree Electronics Physics Computer Science instrumentation	English	19	3

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	1				0				37			
Recruited	1	0	0	1	0	0	0	0	9	28	0	37
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				12
Recruited	3	9	0	12
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	3	0	0	3
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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	1	2	0	3
PG	1	0	0	0	0	0	8	26	0	35

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	162	1	2	0	165
	Female	69	1	2	0	72
	Others	0	0	0	0	0
PG	Male	1	0	0	0	1
	Female	13	0	0	0	13
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	2	1	2	0
	Female	0	2	1	1
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	53	46	56	43
	Female	42	26	33	29
	Others	0	0	0	0
General	Male	111	133	105	104
	Female	43	49	51	54
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		251	257	248	231

Extended Profile

1 Program

1.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
164	176	168	176	176
File Description		Document		
Institutional data prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
8	7	08	8	8

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
712	699	713	668	632
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
223	182	182	170	199

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
234	227	264	201	192

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
38	36	36	38	34

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
38	36	36	38	34

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 25

4.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
58	72	73	85	86

4.3

Number of Computers

Response: 79

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Being an affiliated college, the Don Bosco College, Mannuthy, implements the curriculum as prescribed by the University of Calicut. For effective implementation of curriculum, the following processes are planned and deployed.

Meeting with the various department

At the beginning of the year, Principal of the college conducts the meeting with the various department heads to develop strategies for effective implementation of the curriculum.

Innovative teaching methods

Teachers are encouraged to impart the curriculum through innovative teaching methods such as presentations, assignments, discussions, workshops, seminars and industrial visits combining online-offline methods, besides the regular/traditional chalk and talk methods.

Annual academic calendar, Teaching Plan and course plans

At the start of academic year the college the annual academic calendar is prepared. During the semester faculty members prepare Teaching Plan and course plans which are also spilt into lesson plans and are monitored and confirmed.

Orientation and Refresher Courses, Workshops, Seminars

The Management encourages the faculty members to participate in Orientation and Refresher Courses, Workshops, Seminars organized by the various Colleges and Universities. They are asked to conduct seminars and workshops to keep updated their knowledge and to improve the teaching practices.

Library

The college provides books, reference materials like journals, magazines, and software to enable its teachers to ensure effective delivery of curriculum. The librarian collects the requirements from faculty and ensures the availability of books, journals, e-journals, thus ensuring that staff have opportunities for keeping their skills up to date. The faculty members are encouraged to evaluate their own learning and teaching practice.

Continual mechanism

There is a continual mechanism to ensure innovation in learning and teaching. The teaching and laboratory plans are approved by the Head of Department (HOD) before the start of a semester and communicated to students by respective course teacher. The course files are evaluated by concerned senior subject teacher and HOD.

Mentoring

For a group of 20-25 students a teacher is allocated as Mentor. The mentor conducts a monthly meeting and does the counselling of poor performing students. It helps to have powerful positive effects on young people in a variety of personal, academic, and professional situations.

Internal examinations

The academic performance of students is continuously monitored by conducting internal examinations, model practical examinations during the semester.

Bridge courses

Bridge courses are organized and conducted for the first year students to help them understand basic concepts of required subjects and languages.

Learner centric techniques

Learner centric techniques such as assignments, group discussions, projects, quiz etc., are present in the delivery of the academic courses. Feedback from alumni and academia are given importance in defining graduate attributes and design of course outcomes.

Add-on courses

The effectiveness of the curriculum delivery, here in the college, is strongly supported by the presence of Add-on courses which are meticulously planned and systematically executed having career objectives of the students in the mirror. Apart from the University syllabus and curriculum these enable the students to be capable of deployment in the coming job scenario.

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

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

Response:

Don Bosco College, Mannuthy, Thrissur, has a well-defined standard academic teaching strategy published in the academic calendar. The academic calendar is prepared through the meeting of HODs and Dean with

principal. They discuss in detail and approve with correction if any required, before commencement of the academic year. The Academic Calendar serves as a source of information and planner for students, faculty, staff, and other related persons of the college.

The academic Calendar lays down a very strong foundation for academic delivery. It declares our vision and mission. It, designed in accordance with the academic calendar of the University of Calicut, takes into consideration the holidays and vacation. It is through the annual programming placed in the Calendar that the college renders justice to the vision and mission of the college through articulating in specification the strategies and lines of action for each department and for the college as a whole.

The Academic Calendar is published also in print format along with the Handbook. As a single unit it provides rules and guidelines, syllabus, curriculum, contact points for the students.

The major activities included in the academic calendar include:

Commencement of the year and various semesters, syllabus rendition and completion, Month wise working days, cumulative number of working days, Govt. Holidays including Sundays, Dates of Curriculum activities, Dates of National Celebrations, Proposed dates of internal examinations, Faculty meeting, Workshop/seminars/FDP programmes of various departments and the college as a whole; Department-wise Industrial visits, Club Activities, Association programmes, important contact numbers and other such details, important policy frameworks especially regarding ragging, substance abuse, career options and guidance programmes etc.

The academic calendar provides information to the students, faculty members and parents about various programmes scheduled for the year. It informs also about those in-charge of various events, about the participation assured of students in various club and association activities and above all the presence of the College Union and activities undertaken by it. The presence of members from local body, from other stake holders and above all from students ensures the guidance of the calendar in forming responsible citizens for the future.

The Principal conducts review meetings of curricular and extra-curricular on a regular basis to check the implementation and progress of all the activities in the academic calendar. Based on these review meetings some changes in schedules of activities are made as required. There are 180 days are reserved for teaching work, while the remaining days and after the class time are used for co-curricular and extra-curricular activities. Working days are strictly followed as per the university guidelines. The Academic committee ensures the strict implementation of the Academic Calendar by monitoring the activities.

For the implementation of Internal Assessment Process, a committee is formed at the college level, which monitors overall internal assessment process. The examination cell informs the University about the students who are appearing for the examinations. After receiving the enrolled list of the students' from the University, the college prepares seating arrangement chart, list of invigilators etc.

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

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

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

Response: D. Any 1 of the above

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

1.2 Academic Flexibility

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

Response: 100

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

Response: 08

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

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

Response: 23

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

2019-20	2018-19	2017-18	2016-17	2015-16
7	4	4	4	4

File Description	Document
List of Add on /Certificate programs	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document
Any additional information	View Document
Link for Additional information	View Document

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

Response: 30.45

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

2019-20	2018-19	2017-18	2016-17	2015-16
201	195	191	219	231

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

1.3 Curriculum Enrichment

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

Response:

As the institution is affiliated to Calicut University, it follows the regulation, curriculum and syllabi prescribed by the university. The institution is committed towards indoctrinating the values and ethics for the students to transform them into socially responsible proficient engineers to serve the nation at large. Educating students on environment and sustainability is deemed of prime importance in the highly polluted

world. Though the institution is not authorized to alter or integrate any course in the curriculum, it is authorized to choose the elective subjects apart from the core subjects for each semester. The curriculum prescribed by the university has a large number of elective subjects covering wide range of topics of current needs and interest. Thus the departments have the liberty to choose the elective subjects to inculcate the knowledge they deem as mandatory like human values, ethics, environment, pollution and so on. The new curriculum has a provision where one subject per semester can be prescribed by the college for each department and each year of study. The syllabus has to be framed by the institution and get approved by the university.

The following are the Course Objectives of “Human Values & Professional Ethics: To develop the ability to distinguish between what is of value and what is superficial in life. To develop the ability to face difficult situations in life boldly and resolve them confidently.

The following courses describe professional ethics

- MC1C3 ACCOUNTING FOR MANAGERIAL DECISIONS
- BCM3B04 CO-OPERATE ACCOUNTING
- BCM5B07 ACCOUNTING FOR MANAGEMENT
- BBVD01: HOSPITALITY MANAGEMENT
- BCM1B01 BUSINESS MANAGEMENT
- BCM6B13 AUDITING AND COOPERATE GOVERNANCE
- CM5B11 BUSINESS INFORMATION SYSTEM
- BCM4A13 ENTREPRENEURSHIP DEVELOPMENT
- BBA2B03 MARKETTING MANAGEMENT
- BBA6B12 ORGANIZATIONAL BEHAVIOUR

Course in Human values

- BBVIB14: CONSUMER BEHAVIOUR
- BBVIB13 HUMAN RESOURCE MANAGEMENT

HR is a process of procuring, developing and maintaining competent human resources in the organisation so that the goals of an organisation are achieved in an effective and efficient manner. The primary objective of HRM is to ensure the availability of right people for right jobs so as the organisational goals are achieved effectively. So “Human Resource Management” is included in the syllabus as a course to inculcate human values in students to mould them as better human beings.

Course in Environmental Values:

MCICI: BUSINESS ENVIRONMENT (MCICI)

Environmental education aims to: provide opportunities to acquire the knowledge, *values, attitudes*, commitment and skills needed to protect and improve the *environment*; encourage pupils to examine and interpret the *environment* from a variety of perspectives; arouse pupils' awareness and curiosity about the environmental values.

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

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

Response: 17.24

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

2019-20	2018-19	2017-18	2016-17	2015-16
32	32	29	30	25

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

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

Response: 47.61

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

Response: 339

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	View Document
Any additional information	View Document

1.4 Feedback System

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

Response: A. All of the above

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

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

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

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

File Description	Document
Upload any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 80.41

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

2019-20	2018-19	2017-18	2016-17	2015-16
251	257	248	231	264

2.1.1.2 Number of sanctioned seats year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
368	306	299	277	316

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

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

Response: 83.35

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

2019-20	2018-19	2017-18	2016-17	2015-16
168	167	160	134	165

File Description

Document

Average percentage of seats filled against seats reserved

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

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

Response:

2.2.1 Nature of support to Slow Learners:

A slow learner is a child who could be with a below average intelligence, whose thinking skills have developed significantly more slowly than the norm for his/her age. This child will go through the same basic developmental stages as other children, but will do so at a significantly slower rate.

Identifying slow learners is a challenging task for teachers. It demands great patience, minute observation equipped with good method of teaching technique. Moreover, a compassionate human heart is to be arrived at.

Characteristics of Slow learners:

- Students are frequently immature in their relationships with others and do poorly in college.
- Function at ability but significantly below grade level
- Have a poor self-image.
- Attention span is very short
- A Slow learner has difficult in higher order thinking or reasoning

Strategies Taken:

- Remedial Teaching classes should be provided for these learners to avoid confusion and chaos in the classroom.
- Basics of the subjects were cleared through remedial classes
- Notes on important topics were provided.
- Repetition helps to make one concept concrete.
- Start by asking questions what they know and build their knowledge confidence by teaching some familiar material.
- Try to relate the topic to the real life situation.
- Simplification of aspects
- Special attention
- Constant evaluation
- Give extra time to ask questions for weak students.
- Change their seat to promote attentiveness

Impacts observed:

- Weak student's performance level was improved in University Exams
- Confidence level increased.

ADVANCED LEARNERS

Advanced Learners (bright students) are those students who are ahead on the learning curve and require advanced technical know-how. Advanced learners are identified based on the performance in University Examination of previous semester and internal examinations.

Strategies Taken:

- Praise Students in Ways Big and Small.
- Monitor the students' academic excellence regularly.
- Provide individual attention.
- Conduct regular exams, Group discussions, Quiz competitions etc.
- Work on improving each students' weak areas.
- Way of writing exams.
- To enhance Student's memory.
- Teach students to over-learn material
- Teach students to use visual images and other memory strategies
- Teach students to be active readers
- Provide retrieval practice for students
- Help students to develop cues when storing information
- Prime the memory prior to teaching/learning
- Review material before going to sleep
- Give Reference Books and links.
- Help to study with additional notes and materials.

Impacts observed:

- Students get an idea about how to score marks in University Exams.
- Improve their self-confidence.
- Students got good scores in competitive exams.

File Description	Document
Upload any additional information	View Document
Past link for additional Information	View Document

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

Response: 18.74

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

Participatory approaches to learning

Participatory approaches to learning are active approaches that encourage students to think for themselves. Students actively contribute to teaching and learning, rather than passively receiving information from experts. The role of teachers in Participative learning is that of an advisor, teacher, supervisor, consultant, information provider, helper, and assessor. The student is the learner, recipient, and subject. These separate roles in teaching, learning, and assessment have led to a power disparity between the two parties. Our approach encourages Students to share information, learn from each other, and work together to solve common problems.

Student centric learning

College considers students as the focal point around which the planning and delivery of the curriculum happens. The entire academic process and assessment is designed to be student centric. Various efforts are made to make learning more student centric by focusing on specific learning outcomes for all courses and making it more participatory and interactive. The college facilitates all possible efforts for development of students through various forums like associations and clubs. The student centric teaching is promoted by ensuring classroom environment to be learner friendly.

Students skill development

Associations and workshops conducted by each department give students immense opportunities to develop their skills. In addition with the theoretical knowledge workshops help students to accumulate practical knowledge in their area of studies. Seminars conducted by various departments are occasions on which students can interact with resource persons and gain knowledge. Several Inter -departmental seminars and awareness programs are conducted in the college throughout the academic year by various departments.

Participation of students inside the classroom

Lectures, Group discussions and brainstorming methods are used to enhance the full participation of students inside the classroom. Assignments and seminar presentations also gives opportunities for students to learn the topic by themselves and to effectively participate in learning process. The additional information gathering methods and reference books suggestions given by each subject faculty along with the library facility induce the zest for further reference and self-learning. College library also plays a vital role in moulding the academic life of the student. The college library is the storehouse of reference materials, journals and articles which ensures the participation of students in the learning process.

Actively participation in learning process

Industrial / Field visit conducted in the middle of academic year is also an opportunity for students to actively participate in their learning process. The well-equipped Computer and Electronics lab Facilitates enable students to gain practical knowledge along with the theoretical knowledge. Thus the college ensures

the participative learning of students and thus makes them eligible candidates for their career and uplifts the confidence in them.

File Description	Document
Upload any additional information	View Document
Link for additional information	View Document

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

Response:

Information and Communication Technology (ICT) refers to technologies that provide access to information through telecommunications. In the era of digitalization, ICT plays a crucial role in education. The usage of ICT in education replaced the conventional mode of textbook learning into student centered learning.

Virtual Classrooms:

The concept of virtual classroom is made it possible for learners to tackle the features of the internet to create a meaningful and constructionist learning environment. Faculties use applications like Zoom, Google meet, WebEx, WhatApp and other such applications to conduct online classes. Like in a traditional classroom, a student and a teacher can participate in synchronous instruction. Faculties use platforms like Google classroom to create classes, distribute assignments, grade and send feedback. Online quizzes are also used to assess students after online sessions. Faculties use Google forms to get instant feedback from learners regarding the classes. Youtube channels started by faculties of different departments ensure that the students can access the course material at any time as per the need. These channels can be also accessed by anyone outside the institution, so it makes learning more flexible and open.

ICT enabled classroom

Faculty use ICT enabled classroom, seminar hall and AV hall with audiovisual systems and Wi-Fi facilities for student centric learning through PowerPoint Presentations, e-learning platforms, films and deployment of other innovative programme media. Study materials are shared with students through Google Meet Google drive and WhatsApp groups. Learners are provided with numerous study materials through these groups. Students can access various e-books and e-journals from the College library. College also encourages students to take various online courses through Coursera , Swayam and NPTEL which will help the learners to learn according to interests and profession.

ICT tools

ICT tools contribute to high quality lessons since they have the potential to increase students' motivation, connect students to more information sources, support active in-class and out-class learning environments. ICT tools help to utilize technology in enhancing learning, flexibility and efficiency in curriculum delivery.

Case study

The college embarked on regular online classes well before the University had asked for it in view of Covid-19. Right from the month of March 2020 the college disseminated regular and structured online classes while other colleges ventured into it only in the month of June 2020. Accessibility to Parents of the students through online Parents meeting reassured the students and parents that we do care for continual training for the students and their well- being.

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

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

Response: 19.78

2.3.3.1 Number of mentors

Response: 36

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

2.4 Teacher Profile and Quality**2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years**

Response: 100

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

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)**Response:** 0.56**2.4.2.1 Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	1	0	0

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

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**Response:** 6.53**2.4.3.1 Total experience of full-time teachers**

Response: 248

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

2.5 Evaluation Process and Reforms**2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode****Response:**

The college adheres to the University norms in order to conduct the Continuous Internal Evaluation (CIE), while finding ways to reform the system within the prescribed limits.

CIE system at the institutional Level

Don Bosco College strictly follows the academic calendar of Calicut University. Generally, semester end examinations are conducted by the college following the rules of the university. The question Papers of the internal examinations are designed and implemented by the respective departments with the guidance of the examination cell.

- Two sessional examinations are conducted by departments for each course.
 - Students who fail to obtain the desired marks are given another chance to improve their scores.
 - Paper presentations are arranged as a mechanism not only to score marks but also to boost their confidence.
 - Surprise class-tests are conducted by the departments
 - Home assignments are allotted and evaluated
 - Viva-voce is also arranged for the final year students, which is considered as an effective measure for CIE.
 - All Examination related notices are displayed on the college notice board, the departmental notice boards and the college website. Since the students of each departments are always in contact with their teachers, they are directly informed about the examination.

Internal Assessment Mechanism

To maintain transparency in the mechanism of internal assessment the following initiatives have been taken:

Students are first informed at the time of admission about the conduct of internal assessment and its significance detailing all the components of the assessment and marking system as well as the type of examination to be conducted.

After the internal examinations are over, teachers evaluate the answer scripts and submit the marks lists to the head of the department who in turn submits these marks lists to the Vice Principal of the college who heads the Internal Examination Committee. Results are made available to students.

The following are the components of internal assessment and distribution of marks thereof: i). I Internal Examination (20) 05marks ii). II Internal Examination(80) 05 marks iii) Home-Assignment/ Seminar/ Group Discussion 05 marks iv) Class attendance 05 marks So, out of the 100 marks allotted to each paper, total 20 marks are earmarked for internal assessment. Internal marks secured by students are properly documented by the examination cell and published on the college notice board.

The teachers of respective subjects accordingly take remedial measures for further improvement of students' performance in future tests.

Department decide whether students are to be given home assignments or conduct group discussion or hold departmental seminar for 5 marks allotted against this component.

The effect is seen as follows:

- It improved student understanding in domain knowledge and over all development of students.
- Improved results and pass percentage.

- Reduced backlogs and detention Improved quality of projects

Improved placements and opting for higher studies.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

College adheres to the evaluation process of the university while trying to reform methods to better student utility. While the university instructions do provide orientations the college envisages a student-friendly approach without diluting neither the seriousness of the endeavour nor the credibility of the system.

Grievance redressal on internal examinations

The college has a well-organized mechanism for redressal of internal examination related grievances. There is complete transparency in the internal assessment. Students can have a multi-tier *modus operandi* which comprise of the class teacher, Head of the Department and the Principal to address their further anxieties besides the regular grievance redressal system.

A: Grievances related to internal examinations:

At the beginning of the semester, faculty members inform the students about the various components in the assessment process during the semester. The internal assessment test schedules are prepared and communicated to the students well in advance. To ensure proper conduct of internal exams invigilators are assigned to each hall. Evaluation is done by the course handling faculty members and result declared within 15 days from the date of examination. The assessed internal test papers are shown to the students for self-assessment. In case of any grievances regarding internal assessment, the student is free to interact with the teacher and get it resolved. Internal examination in-charge itself looks after the complaints or grievances related to examination. The evaluation work for the internal examinations is done at the college level. Students have the freedom to use the complaint box as well. The principal and examination cell coordinator keeps track over the overall conduct of examinations. College believes that examinations are to be held not to inquire where the student body fails to comprehend the material but rather to enhance their further comprehension.

B. Grievances regarding university examinations: Grievances related to exams are forwarded to the University Grievance Committee. Students can obtain photocopy of the answer sheets from university on request. Students not satisfied with their marks at the University examinations can apply for Revaluation/ Reassessment. Whereof there are dubious results appearing in university announcements of marks, the college helps students to obtain required information from the university. The college takes special

initiative for resolving group grievances, if any regarding university assessment. The stipulated university policy regarding the matter is considered and effected. The entire mechanism to deal with examination related grievances is time-bound as per University rule and regulations.

As the educative system in Kerala does follow the university pattern college follows every such guidance. Nonetheless, there are particular ways of dealing with issues and the addressing system does cater to the well-being of the individual and the group of the student body.

As the aim of the examination is not to find out the missing link, but rather to grasp the level of comprehension of the material inculcated, the college reassures that every mechanism of redressal are poised towards the better prospectus of the student body, while not disrespecting the university order. The Examination Cell does this efficient service.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

Our college and every department has its own Vision and Mission. Each department framed Programme Outcome(POs), Programme specific outcome(PSOs) and course outcomes(Cos) in strict compliance with the objectives of Outcome Based Education(OBE).These objectives are formulated after rigorous consultation with all faculty and stakeholders. The approved statements are widely propagated and published through various means such as Displayed in the Institutional Website and communicated through Curriculum/regulation book, Classrooms, Department Notice board, Students Induction Programme, PTA and Alumni Meetings and also through the Library.

Programme Outcome (POs) And Programme Specific Outcome(PSOs)

The POs and PSOs of our courses are adopted without any alternation given by the universities.

The following mechanism is followed by the institution to communicate the learning outcomes to the teachers and students.

- Graduate attributes are described to the first year students at the commencement of the programme.
- Learning Outcomes of the Programs and Courses are observed and measured periodically.

- Soft Copy of Curriculum and Learning Outcomes of Programmes and Courses are uploaded on the Institution website for reference.
- The importance of the learning outcomes has been communicated to the teachers in every IQAC Meeting and Staff Meeting.
- The students are also communicated about the Programme outcomes and Programme Specific Outcomes through Tutorial Meetings.

The blue print of the method of assessment of the students is clearly stated in the syllabus of each programme.

Course Outcome(COs)

Course Outcomes are designed and established at the university level, we can review the Course outcome of all the courses at the Institutional level. Clearly written course-level and module-level outcomes are the foundation upon which effective courses are designed. Outcomes inform both the way students are evaluated in a course and the way a course will be organized. Effective course outcomes are student-centered, measurable, concise, meaningful, achievable and outcome-based.

The various assessment tools for measuring Course Outcomes include Mid -Semester and End Semester Examinations, Tutorials, Assignments, Project work, Labs, Presentations and Employer/Alumni Feedback which are monitored by the IQAC. These course outcomes are mapped to Graduate attributes and Programme outcomes based on relevance. This evaluation pattern helps Institutions to measure the Programme Outcome. The Programme Educational Objective is measured through Alumni survey , Placement records and Internal External Audit

Course outcomes help instructors...

- plan appropriate teaching strategies, materials and assessments
- learn from and make changes to curriculum to improve student learning
- assess how the outcomes of a single course align with larger outcomes for an entire program

Course outcomes help student..

- anticipate what they will gain from an educational experience
- track their progress and know where they stand
- know in advance how they'll be assessed

In Our College , Appraisal for each course and entire programme is generally divided into two types

- Direct Appraisal
- Indirect Appraisal

The direct appraisal is done by assessing the internal and university exam results of the students.

The indirect appraisal is done by how they implement their course ideas to their future career.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	View Document
Upload any additional information	View Document
Past link for Additional information	View Document

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

Response:

The Programme Outcomes are specific rather than narrower statements that describe what students are expected to know and be able to do upon the graduation. These relate to the skills, knowledge, and behavior that students acquire in their matriculation through the programme. The Programme Outcomes can be attained through the attainment of Course Outcomes of the courses pertaining to that programme.

Programme Outcomes (POs) contain creating and developing among students aptitude/ skill/ ability/ capacity for

- I. Employment
- II. Critical thinking
- III. Social Awareness and Interaction,
- IV. Political Consciousness,
- V. Ethics and Responsible Citizenship,

Programme Specific Outcomes (PSOs) and Course Outcomes (COs) include producing among students:

- I. knowledge and skill of the subject
- II. awareness of and sensitivity to local, national and global problems related to deprivation, socio-political issues, gender, environment, and discriminatory and exclusionary practices.
 - Evaluation and the level of attainment:
 - Knowledge and skill that students acquire in their subject and also their capacity for critical thinking, are evaluated through Continuous Internal Evaluation, End Semester Examinations and personal interaction. Attainment of these outcomes is GOOD
 - Most departments organize departmental seminars, surveys, presentations, debates, internship etc. on topics dealing with vital social, political, economic, ethical and environmental issues of the time. Some of these activities are assessed. The awareness and sensitivity level is good, gauged from the appreciable student participation in activities on these issues.
 - Active participation of students in activities of departments attests to their sense of Ethical and

Responsible Citizenship . The attainment is satisfactory evidenced through their responsible contribution to Department activities.

- The number of alumni who qualify in various competitive examinations, or are employed in various organizations attests to accomplishment of the outcome of employability

Attainment of Course Outcomes

Appraisal tools are categorized into two methods to assess the course outcomes:

- Direct appraisal method
- Indirect appraisal method

The direct method displays the student's knowledge and skill on their performance in continuous internal assessment tests, semester examinations, classroom assignments, etc. Assignments are given at the end of each module. The assignments are provided to students, such that students will refer the text books and good reference books to find out the answers and understand the expected objective of the given problem. Two mid examinations are conducted per semester for the following purposes: Direct Twice per semester to ensure that students have achieved desired level of competencies at module level. To evaluate, whether corresponding COs are achieved or not. According to the performance of the student in answering each question, mapping is carried out with the respective COs for assessing the attainment level of the specific CO of the subject.

The indirect method displays the student's participation in seminars done by inter college and intra college programmes, and is their carrier based on their courses studies. Alumni survey is an important assessment tool to find out following important factors: Indirect Once in a year Level of relevance of the curriculum with the expected skills of the industries.

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

2.6.3 Average pass percentage of Students during last five years

Response: 83.66

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

2019-20	2018-19	2017-18	2016-17	2015-16
195	171	217	163	185

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

the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
234	227	264	201	192

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

2.7 Student Satisfaction Survey**2.7.1 Online student satisfaction survey regarding teaching learning process****Response:** 3.67

File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document
Upload any additional information	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description

Document

List of endowments / projects with details of grants

[View Document](#)

e-copies of the grant award letters for sponsored research projects / endowments

[View Document](#)

Any additional information

[View Document](#)

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

Response: 0

3.1.2.1 Number of teachers recognized as research guides

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

3.1.3.2 Number of departments offering academic programmes

2019-20	2018-19	2017-18	2016-17	2015-16
5	4	4	4	4

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Any additional information	View Document
Paste link to funding agency website	View Document

3.2 Innovation Ecosystem

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

Response:

Creativity and innovation for part of the educative strategy of the college. A culture of innovation is being formed and an ecosystem where students and teachers partake in the utilization of resources and facilities to avail the same. Believing in the knowledge sharing patterns the campus offers many facilities for students and teachers to share their knowledge and creative initiatives.

The outcome expected is national connectivity to major players in the educational arena and participation in the international profile creation, aided by the presence of Don Bosco Education System across the globe, spread out in more than 144 countries.

In addition to Jio Wifi, the college has made the availability of a second BSNL connection to the offices, library, staff rooms, computer labs, digital library and short and portable Wi-Fi facility for eventualities. The outcome expected is an uninterrupted internet connectivity and smooth global reach.

The availability of adequate computing facility with proper software the computer labs and offices are furnished with state of art requirements and updated enterprises. The privilege of having two different computer laboratories, Seminar hall, digital library, computers and printer facilities in all staff rooms over and above the common facilities at the front office and other inner offices, the technological upbeat is maintained well above the required facilities.

We have different laboratories in the campus. General lab, Computer science lab, electronic lab, and language lab are used by both students and teachers to improve their knowledge level and helping for their research needs.

a) GENERAL COMPUTING LAB:

General Computing Lab is in the Arts block and is providing academic and Research facilities for general computing and for the PG students.

b) COMPUTER SCIENCE LAB:

Department of Computer Science is having a well-equipped and spacious laboratory with 40 networked computers and supports equipments like Servers, Printers, UPS.

c) ELECTRONICS LAB:

The laboratory is equipped with the latest facilities in Arduino Uno Development Board, Microcontroller 8051 Kit, Microprocessor 8085 Kit, CRO, Function Generator, Power supply, active and passive components and several demo circuits.

d) LANGUAGE LAB:

Adjacent to the General computing lab, this facility provide adequate resources for learning languages and becoming proficient in handling the same. With the availability of internet the language lab facilitates the requirement of the programmes undertaken by the college.

Clubs: The presence and grouping of students into various clubs and the group experience provided create an ecosystem of mutual development for the students and the staff.

MOU

Memorandum of Understanding (MoU) for knowledge sharing is to facilitate various activities for academic, research and knowledge transfer. The goal is to foster collaboration and provide opportunity for global experience and enhance advancement of knowledge. We get into such understanding with possible entities from the educational, business and service sector. The outcome expected and assured is the availability of the best in the market for the growth of the students and the sharing of facilities available in the campus with the stake holders and those in the education community of the society.

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

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

Response: 27

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

2019-20	2018-19	2017-18	2016-17	2015-16
7	3	6	5	6

File Description	Document
Report of the event	View Document
List of workshops/seminars during last 5 years	View Document
Any additional information	View Document

3.3 Research Publications and Awards

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

Response: 0

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

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

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

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	00	0	0	0

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

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

Response: 0.47

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

2019-20	2018-19	2017-18	2016-17	2015-16
15	0	0	1	1

File Description	Document
List books and chapters edited volumes/ books published	View Document
Any additional information	View Document

3.4 Extension Activities

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

Response:

Community Social Service

CSS, a noble academic extension program to the higher education system and orient the student youths to community service while they are studying in an educational institution. This is to create social consciousness among students, by establishing a meaningful linkage between the campus and the community. It is organized by the students themselves and both students and teachers through their combined participation in social service.

The college promotes the holistic development of the students through Community Social Service for students, as an extension activity at collegiate level, which makes the students aware of their duties and responsibilities to the society by sharing and caring. It is organised under one co-ordinator supported by advisors as member co-ordinators. The faculties also have involvement in the activities. Be the best at finding out what really matters to people through personal outcomes was our prime motto always. To

successfully protect and promote people's well-being we need to work together. We jointly took responsibility for encouraging and empowering people to take a lead in their own lives and manage their own health and well-being. We in Social Services and our partners tried our maximum to develop the right means for supporting people to access services which enable them to maintain a good level of physical, mental and emotional well-being.

Pain and Palliative Care Society

Pain and Palliative Care Society (PPCS) is a registered organisation which provide support to the life of people suffering from prolonged debilitating illness by hospice, day-care centre, home care, and rehabilitation projects. District Hospital, Thrissur have a well-equipped dialysis unit which mainly focus on the needy people in the society. We, the CSS unit of Don Bosco college were always with the pain and palliative care unit as well as dialysis unit of Thrissur medical college by extending our helping hands. We have a strong and dedicated team under strong coordination, who have a readiness to work for spreading smile among the people who are suffering. We always tried to give our best, financially as well as physically by giving a touch of hope and love to those who is in need. We always made them a part of our celebrations like Onam and Christmas by giving them financial help and also by grocery and medicine kits. The CSS unit consider it as their responsibility to share our happiness with them.

SNEHASANGAMAM

Thrissur general hospital organizes a programme called SNEHASANGAMAM annually which is a, Patient - Caregiver - volunteer - staff - family get together of Palliative Care unit. Students from the CSS unit used to participate in this programme as active volunteers. Besides that we helped them by giving a machine which supports them for dialysis (around 1 lakh). Mid-day meals are sponsored by our students as a collective effort, twice in Saturdays in a time period of one month.

Our CSS members are the regular volunteers for the 'Palliative Day' on 15th January every year for giving awareness to people and also for fund collection.

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

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	00	0	0	0

File Description	Document
Number of awards for extension activities in last 5 year	View Document
e-copy of the award letters	View Document
Any additional information	View Document

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

Response: 25

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

2019-20	2018-19	2017-18	2016-17	2015-16
5	4	5	7	4

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

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

Response: 26.79

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

2019-20	2018-19	2017-18	2016-17	2015-16
238	106	197	209	167

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

3.5 Collaboration

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

Response: 13

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

2019-20	2018-19	2017-18	2016-17	2015-16
6	5	1	0	1

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

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

Response: 13

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

2019-20	2018-19	2017-18	2016-17	2015-16
03	8	2	0	0

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

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Accessibility and location: It is situated on the National Highway 544 in Mannuthy at the intersection of the National Highway and the bypass, which is easily accessible for students from three districts, viz. Thrissur, Ernakulum, and Palakkad and beyond, with public transport facilities cruising every 2-3 minutes, the college is easily accessible by all. We are only 8 kilometres distant from the Railway station, and roughly around 80 Kms from the Airport.

Class Room: All the classrooms in the various departments are provided with necessary facilities like green/blackboard, a platform for the faculty, desks, benches and sufficient number of lights and fans. The institute has well ventilated class rooms, with WI-FI facility for ICT enabled learning.

Other Facilities: The institute has a reliable public address system.

Central Library: The central library boasts with a Digital Library with computers to access the e-learning resources where all the Computers are connected through LAN. Desktop server with L2 Architecture is installed with necessary supporting software to cater to the academic needs and also for the conduction of online tests.

Auditorium: A multipurpose auditorium with a 750 seating capacity is available to conduct joint sessions for students.

Laboratories: The institution has modern, well-equipped laboratories with the latest equipment and software for all the programmes. Each laboratory is maintained by faculty members and lab assistants.

Multiple Power Supplies: State Electricity Board provides regular electric power to campus. Besides that, Solar Power generation connected to grid, Generator power generation, UPS and battery based power conservation etc. are available.

Offices: For efficient college administration, offices are set in place for the manager, Principal, Administrator, Vice- Principal, EDP cell, IQAC cell, College Office and such other.

Besides, the college has:

- Sprawling and well maintained grass paved and mesh protected playground to conduct sports and games events.
- Toilets facilities and other washroom amenities are provided.
- There are separate rest rooms for female and male students.

- The need for infrastructure is analysed regularly, based on the strength of students and requirement of the departments.
- Each department is provided with a notice board.
- The campus is made friendly for the differently abled and the blind.
- Separate concreted and roofed parking facilities are made available for Faculty and Students.
- We have two audio visual halls in the college in each block with adequate seating capacity.
- There is a well-furnished and constantly monitoring CCTV facility for the protection of the students.
- State of the art examination halls with toilet facilities and CCTV surveillance are available.
- Examination Cell has separate office and a strong room for the safety of the question and answer sheets.
- The maintenance and cleaning facility are up above the mark and we have a clean, plastic free campus.
- Students benefit from the safety of the campus through a regular and rigorous security system provided through an agency.
- Vehicles are available for the college authorities and above all for all urgent medical requirements of students and staff.

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

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

Response:

The institution has adequate facilities for sports, games and cultural activities. The Department of Physical Education (DPE) of Don Bosco College Mannuthy has been putting in its best efforts in imparting knowledge and skills to students and faculty in various sports and games, developing them to higher levels of expertise. There are different clubs under the sports section of the college showing glamour and colour to the lives of the youth here. The Football club, Cricket club, badminton club, adventure club, karate club etc. keep training the youth not only for competitions but above all for physical and psychological wellbeing. The gymnasium facilities of the college, enables those who want to keep fit practising indoors.

Infrastructure and Facilities:

There are two open grounds for the outdoor sessions in the college. One is facilitated with high quality grass carpet, with automatic watering and drainage system with amenities for a sevens' football game. With side galleries and ample space for warming up and caring for the probable injured, together with the facility for players in waiting to stay prepared are also made available in the ground itself. There are two washing areas for the players to utilize and there are dressing rooms which enable them to get prepared. The Sports and games department has a well-furnished office and a store room capable of handling all requirements of various clubs and the college. We boast about the presence of a highly trained college football team each for gents and ladies. There is another open ground where all other games and athletic activities are held. It is the privilege of the cricket team which colours the ground and maintains efficiently.

The indoor facilities

With regard to the indoor facilities we have a well-furnished auditorium with badminton, table tennis, chess, caroms and card games together with other small games ready and usable for the students and faculty to relax and compete as well. Our students are regular with their competitions at the university level. The auditorium with a seating capacity of 750 facilities the organization of cultural programmes. It is provided with a balcony to enable wider viewership and audio-visual facility to conduct various events.

Cultural activities

DBC Mannuthy strongly believes that Cultural activities are an integral part of enjoyment and entertainment, as a means of creative expression, for personal growth and the pursuit of excellence, to learn new skills, to meet new people, and to celebrate cultural traditions. The Cultural Club of the institution aims at identifying bringing at the hidden talents of the students. It encourages and brings out the artistic capabilities of students in the fields of Music, Dance, Drama, Visual Arts and other cultural expressions. The college fests and inter-collegiate events are poignant with mesmerizing events.

Various Clubs

The presence of yoga club, music club, dance club, karate club, cultural club, nature club, photography club, etc. promote and motivate the students towards extra-curricular activities. Intra and inter collegiate fests are organized by various departments and clubs.

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

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)**Response:** 88

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 22

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

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

Response: 19.88

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

2019-20	2018-19	2017-18	2016-17	2015-16
8.1	11.2	12	34.55	11

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

4.2 Library as a Learning Resource

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

Response:

Established in 2005 with a large stock of books and journals, Don Bosco College library is spread out with a convenient spacious reading area with 50 seating capacity with the total area of 3111 sq. ft. The college library functions on the ground floor of arts block. The property counter and gate entry are close to the entrance.

It provides separate reading facility for both students and faculty. The new arrival display and faculty publication array are placed near the entrance. Facilities such as reference shelf, circulation counter, camera facility, reading room, periodical display, stack area etc. are provided here. Fully automated and

providing digital library facilities, it has 5 computers , wide variety of books, journals, newspapers, CD's, previous year's question papers, records, coin and stamp collections etc. Currently, the number of books in stock are 10150 in addition to 7 journal 4 periodicals, 3 newspapers. The library has a rich collection of books on computer science, electronics, management, commerce, religion, hindi, english, malayalam literature and E books.

The library provides open access to its materials where user can freely browse among the stack. The books are arranged according to the Dewey Decimal Classification (DDC). Library rules and main classes of subjects are displayed near the counter. All books are barcoded and their issues recorded using scanners.

Special collection of books such as NET coaching, competitive exam books, dictionaries, encyclopaedias, yearbooks etc. are available. Newspaper clippings service provides a window in to the various activities in college.

Issue return process is fully automated and manual cards are also maintained for a double check. We use KOHA as our ILMS software in its fully automated version.

Specifications: KOHA, Version: 18.11.05.000; Year of Automation: 2019.

OPAC (Online Public Access Catalogue) system is employed in the library instead of card catalogues. The bibliographic records of documents available in the library can be accessed through Web OPAC.

Being a GREEN LIBRARY, where additional oxigenization provided for the students through homily indoor medical plants we encourage students to limit the use of papers and reuse already utilized papers. Necessary photocopying and printing facility is made available for the students and faculty. In order to maintain the green protocol only softcopies of materials will be provided from the library.

There is the facility for inter library loan system for the needy with a loan policy, well stipulated.

The most innovative “loan-in scheme” has been introduced to make available personal libraries of our faculty members for common utilization at request which augments the total collection of books by thousands.

The library celebrate reading week every year and organizes various programmes in connection with it. The library organizes book exhibitions, book donation to hospitals, and various competitions. The library club, Biblioteccha, spearheads the show. Various events are created by the club to stay fit in tune.

Library working hours are from 8:30 am – 4:00 pm on all working days with the book Transaction time from 8:30 am – 3:30 pm.

With qualified staff it renders quality service.

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

4.2.2 The institution has subscription for the following e-resources

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

Response: C. Any 2 of the above

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

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

Response: 1.37

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

2019-20	2018-19	2017-18	2016-17	2015-16
1.73	1.15	.35	3.03	.59

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

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

Response: 5.33

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

Response: 40

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The aim of DBC Mannuthy is to provide cutting-edge facilities to its students so that they can utilize these resources to attain higher standards. To achieve this, the institute frequently updates its IT facilities. It constantly upgrades both software and hardware as per the prescribed norms and academic standards.

Following are the IT infrastructure and associated facilities deployed in the college.

The entire campus is monitored by CCTV facility. The CCTVs installed at strategic places which assist to monitor campus activities. This facility ensures a ragging-free environment in the college. The college is facilitated with 65 computers that are accessible to the students as well as the staff for academic and co-curricular activities. Printers are arranged in the offices, staffrooms, library, reception and accounting section.

The required count of computers is maintained as per prescribed norms. Obsolete computers are replaced periodically. Computer systems are configured with I 5, I 3, or dual core processors. The college prides in the two computer laboratories and in its language laboratory.

Software is purchased and license is renewed as per syllabus requirement. Bandwidth connectivity is upgraded basing on the need.

College management systems are installed in the campus capable of handling all requirements, including messaging system to the parents of the students. The student attendance system is enabled through applications as well. Remote sensing facility for lights and fans, created by the department of electronics are also made available as token of pride.

Wi-Fi connectivity provided on entire campus is upgraded periodically.

Antivirus software is maintained for cyber security. IT enabled accessories are purchased as per requirement. Maintenance is carried out regularly. There is a qualified and experienced lab assistant capable of immediate response to any eventualities in the IT sector.

Information Security:

DBC Mannuthy provides necessary education and training to the user of the computer on networking resources to exercise appropriate care while handling confidential information.

Network Security:

DBC Mannuthy follows appropriate safety standards for protecting information against generic threats posed by computer hackers and intruders. Remote access to computing facility is limited to only authenticated users. Appropriate firmware settings are done for securing data transmission and restoring.

Risk Management:

The institute's IT assets such as website, E-Resources, campus automation system etc., are protected through Quick Heal antivirus in college office and in staff rooms.

Open Sources Resources:

For judicious utilization of fund as well as not to violate licensing agreement in use of advanced software tool the College emphasizes and uses free and open source software as per the guidelines of the University.

LAN Facility:

Both Ethernet and Wi-Fi with broad band using optical fiber cable internet facility are available in all the departments and office building. LAN is available at 100 MBps speed.

Upgrading IT Infrastructure and Associated facility:

The College Council reviews the IT infrastructure basing on the IT policy of the college and recommends the necessary up gradation as per the requirements. IT infrastructure strategies are developed as per the guidelines of the Calicut University from time to time.

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

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

Response: 9.01

File Description	Document
Upload any additional information	View Document
Student – computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution**Response:** D. 05 MBPS – 10 MBPS

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

4.4 Maintenance of Campus Infrastructure**4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)****Response:** 17.38**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)**

2019-20	2018-19	2017-18	2016-17	2015-16
14.85	13.38	11.44	12.42	10.68

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

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

Adequate human resources is appointed exclusively for maintenance of campus infrastructure. There is in-house maintenance assistant, 24 x 7, as electrician and plumber to ensure uninterrupted infrastructure facilities. We have an Annual maintenance contract for lift maintenance. AMC (Annual Maintenance Contract) is signed with 'Axiomata Elevators' for preventive and corrective maintenance. Security of the Institute is assigned to external agency.

Maintenance of Equipment & Computing Facilities

The institute has dedicated staff that overlooks the maintenance and upkeep of equipment and computing facilities of the institution. All the standalone and dedicated computers and network systems connecting to these computers are taken care of by the system department and technical assistants. Routine computer maintenance, software installations, networking are handled by the competent persons. Anti-virus software is purchased and is renewed annually for the smooth working of all the computers in the college.

Library Stock Maintenance System

Collection of Stock:

Library is holding the physical collection of more than 10,150 books, it subscribes to 7 current print journals/Technical magazines of national reputation and having more than 600 CDs/DVDs as a part and parcel of its collection.

Arrangement of Stock

The stacking arrangement of the books in the library is been done with the help of Dewey Decimal Classification (23rd Edition) and it is been arranged according to the branches/courses the institute runs respective guide cards displaying the subject name and location code on each stack is been placed for easy searching of books in less time; whereas the stacking arrangement of Periodicals are arranged in alphabetical order by its title of the journal and technical magazines separately; as far as CDs/DVDs are concerned they are arranged in CDs/DVDs cases as per the sequence of its arrival.

Process

To keep a proper track & maintenance of the library books, DBC library conducts the physical stock verification of books termed as "Stock Verification Process".

A thorough stock verification is conducted by DBC library usually in the month of May every year, during vacation time so as not to trouble the students. The books circulation counter is kept closed during the process to keep a proper track on the status of each and every book of the library correctly. The physical stock verification process is conducted with the help of 'Bar Code Technology' using 'Microsoft Excel' and library management software KOHA; with the help of the latest technology library can conclude the entire process within the stipulated time.

Playgrounds

The institute boasts for natural grass and mesh-protected large ground and another large open ground for games like Football, Cricket and other. Maintenance of all these Sport facilities are taken care of by physical instructor under the guidance of Administrator. With service from experts there is constant monitoring of the same.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 1.14

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
8	12	13	7	0

File Description

Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

[View Document](#)

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

Response: 3.43

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
21	30	23	15	28

File Description

Document

Upload any additional information

[View Document](#)

Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)

[View Document](#)

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

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

Response: C. 2 of the above

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

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

Response: 15.28

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

2019-20	2018-19	2017-18	2016-17	2015-16
113	79	80	254	0

File Description	Document
Number of students benefitted by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

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

Response: A. All of the above

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

5.2 Student Progression

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

Response: 18.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
10	16	38	61	69

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Details of student placement during the last five years (Data Template)	View Document

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

Response: 84.19

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

Response: 197

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education (Data Template)	View Document
Any additional information	View Document

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

Response: 72.94

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

2019-20	2018-19	2017-18	2016-17	2015-16
7	10	11	1	4

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

2019-20	2018-19	2017-18	2016-17	2015-16
7	10	17	3	6

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

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be

counted as one) during the last five years.

Response: 5

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

2019-20	2018-19	2017-18	2016-17	2015-16
01	02	02	00	00

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

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

Response:

Students are the heart of College. We believe in the wellbeing of the students and in their growth to mature adulthood through shared responsibilities.

Don Bosco College, Mannuthy, constitutes various committees to ensure student's welfare and to provide them with opportunities to take part in the Administration Departmental activities, as well as the Co-curricular activities of the college.

Class Representatives

In every academic year, two students from each class (a male and a female) are elected on the basis of merit and interest to be the representatives of the class. The role of the class representative is to bridge the gap between the student body and the Class Teacher. Thus communication regarding the general necessities of the students is made possible through a one-point contact while not negating free and homily access to the faculty.

Associations

The academic life and life in associations prove the participatory governance of the college. Students

participate in the decision-making process of selecting activities to be organized by the departments like seminar, workshop, value added courses, etc. through discussions. Each department has an association consisting of student representatives and a faculty member as an advisor to discuss and decide the programs to be conducted.

Club Activities

Various clubs are present in the college since many years. While faculty members provide mentorship it is the student body, with a hierarchical structure that provides leadership and functioning to the various clubs. They invent new events, coordinate execution and do the evaluation for better performance.

Social Service wing

Don Bosco College Mannuthy is well known and acclaimed for its social service initiatives especially to the government district hospital, Thrissur, and the Pain and Palliative center of the hospital, as also in the dialysis centre of the hospital. Under the mentorship of the faculty, students get involved in fundraising, manual involvement and project coordination for the various activities of the social wing.

Social commitment

It is the pride of the college that socially committed youth are formed in the campus and they aid the neighbourhood.

Student Council

The college has a Student Council formed through the presidential mode of election. Election is conducted as per the University Rules and Regulations. The student council is involved in the following activities:

Organizing programmes like Arts, Sports, and celebrations like Onam, Christmas etc. effectively with the support of student council advisor and the staff coordinators

Publishing College Magazine

Mediating between management and students for constructive growth.

Extending support to Principal, Office and Departments

Giving feedback to the Principal for the smooth functioning of the events like College day, festival days etc.

Organizing College Day under the guidance of the Staff Advisor and the faculty members.

College follows an open system for all the activities and students are free to express their grievances through grievance and redressal cell.

Women students have representation in women empowerment cell and welfare committee of the college.

Student Feedback

Students give feedback about the departmental activities and academic matters to the principal through offline and online modes

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

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

Response: 5.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
11	4	3	5	03

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

5.4 Alumni Engagement

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

Response:

Alumni Association

The relationship between an educational institution and its Alumni Association is symbiotic. A person's Alma Mater plays a significant role in shaping a person's knowledge, skills and attitude. It provides a launching pad for a person stepping into adulthood. Don Bosco has played this role significantly in the lives of thousands of students and will continue to do so for years to come. And, when the students do step

into the world, they become brand ambassadors for the institution.

The main aim of alumni is to build an official association binding the alumni, teachers and students together. Institution recognises that it can do so effectively involving its alumni in its progressive efforts. To strengthen the existing bond between the alumni and the college and to continuously keep them updated about the college's progress and plans. This alumni reinforces the commitment of the college to stay in touch with the culturally and geographically diverse populace of students who integrate with the Don Bosco family.

Alumni meetings will always be attended by a core committee, executive committee and all of Alumni members. The emphasis will be more on providing an opportunity for the Alumni to connect with the campus and faculty and be abreast of developments in the college. The activities of Don Bosco Alumni Association in the pipeline is to organize guest lectures, conduct training programs for students in soft skills and facing interviews, providing inputs for projects, contributing to the social commitment activities of the college.

The Don Bosco College, Mannuthy alumni association is a local branch of the international association of Don Bosco Past Pupils. The global federation of the alumni works in constant communication with its branches as there are set mechanisms to ensure such relationships.

The local unit of Don Bosco College, Mannuthy is of a recent origin. With the institution having taken different specialisations in the past, there are alumni from the technical education sector, business management sector which was a private education scenario as there are students who passed out from here doing M Sc. Psychology under the Madras University, and the Evening College which is the extension of neighbourhood charity works of the College.

At the regional level the alumni association of Don Bosco College, Mannuthy follows directions from the Regional headquarters situated in Bangalore, where is the mother house of the entire Don Bosco operations of the Kerala Karnataka Region.

The aim of Don Bosco Alumni association is to provide a platform to all present and future Alumni spread in every part of the world, to aspire and promote self-pride, achievements and collaborate to bring change in terms of academic and professional excellence.

Mission & Goals

- To promote exchange of academic and corporate experience with the students of the college
- To mentor and channelize the efforts of the students seeking better opportunities to learn and grow.
- To promote a goodwill and sense of pride to both alumni and students.

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

5.4.2 Alumni contribution during the last five years (INR in lakhs)**Response:** E. <1 Lakhs

File Description	Document
Link for any additional information	View Document

NVAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Don Bosco College, Mannuthy, affiliated to the University of Calicut, is a branch of Don Bosco International Educational Services, and a Minority Educational Institution, approved by the National Commission for Minority Educational Institutions, Government of India. With the approval of the Government of Kerala (GO (MS) No. 10/2005) Don Bosco College, Mannuthy, began its mission of molding the young through a holistic educational process from 2005 onwards. The College currently offers courses in BBA, B. Com (Computer Application), B.Com (Finance), BA English, BCA, B.Sc. Computer Science with Mathematics and Statistics, M.Com (Finance) and M.Sc. (Electronics) together with a sea of add-on courses to mitigate the chasm of the academic and industry interface.

The education philosophy of Don Bosco is inspired and guided by the life and mission of Don Bosco. A man of vision and a man of extraordinary talents, and an educationist par excellence, Don Bosco (1815-1888), founded a Roman Catholic Religious Congregation of Priests and Brothers called the Salesians of Don Bosco (SDB) in 1859. Evolving a system of education known as the "Preventive System" based on the Principles of Reason, Religion and Loving Kindness, handed on by Don Bosco, the Fathers and Brothers are at the service of young people across the globe in 144 countries.

Don Bosco fathers are active all over the globe in the field of education and youth services. With 14 Universities, 96 Colleges, 5000 schools, endless number of Technical and Agricultural Institutes, Youth Centers, Placement services, Institutes for the rehabilitation of street children, Music colleges, etc. the higher education panorama of Don Bosco is a standard unto itself.

Vision statement of the college

To form globally integrated persons who champion the cause of justice, truth, peace and respect. To groom intellectually competent, morally upright, psychologically, integrated, physically able, and socially responsible persons through holistic and innovative education.

Our students should be capable of championing the cause of justice, love, truth and peace in order to develop our nation. They equip themselves to be in the forefront to create a just and human society that respects human dignity and promotes religious harmony. They are prepared to shoulder the responsibility of fostering national integration, and the cultural heritage of the country. They are empowered to stand on their own feet, facing bravely and successfully, this world of acute competition.

Our mission

We, at Don Bosco College, Mannuthy, believe that education should help people to lead better lives, earn better income, and take their position in the higher echelons of society. It should give them the strength to understand and cope with the hard realities of life, thus paving the way for fulfilment in life. With this end in view, Don Bosco College leads the students, regardless of the programme selected, through an

integrated programme of scientific formation and personality development.

Successful education is the result of a healthy collaboration between parents, students and teachers. It is a 360 degree growing together with high targets and meticulous execution for the future.

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

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

Response:

Two important factors in the governance of the college according to the new parameters set by the management are decentralization and participative governance. While there is a clear hierarchy with regard to the organization of the college governance, there are ample opportunities wherein the student body and other stakeholders do perform their corresponding duties to ensure that a democratic yet goal-oriented formation takes place in the college.

While the Principal is the head of the College, the routine administration is effected through various organs in the governance. There is a Vice Principal who is also in-charge of all extra/co-curricular activities. He guides all activities of various clubs under his domain. There is an Academic Dean who looks into the routine academic procedures of the college. The Heads of Departments have the mandate to guide their departments into better performance and newer initiatives. The administrative department looks into the financial matters and all affairs connected with the maintenance of the college, salary payment, fees collection etc. While there is a centre of gravity around the Principal, each sector is empowered with sufficient autonomy and interdependence. All regular authority and decision protocols rest with the concerned departments.

The participative governance is remarkable as the student body is taken into serious consideration at every phase of the regular functioning of the college. Various committees are formed to ensure easy and smooth governance of the college and better learning experience for the students who are trained to be future leaders of the nation.

The student council

The student council plays a vital role in the life of the college. They are empowered to be honest and responsible citizens catering to the best interests of the college. All activities of the college, viz. the cultural, artistic, sports, games, social, women empowerment, study tours, charitable operations, neighbourhood development etc. are envisaged and conducted only through the active participation of students.

The collaborative governance is executed using a specific formula: brain-storming, consultation of previous experience, decision making, detailed planning, meticulous execution, descriptive evaluation and confirmation of lessons learnt for future events. These are filed for further reference as well, thus enabling students to get into the classical organization system. Other teaching and non-teaching members are involved in the execution and evaluation of the competitions.

The College Union Members are encouraged to guide the students for the Annual Day and Intercollegiate competitions. In the college Annual Day, students perform all the duties such as anchoring, volunteering and Costume selection. Students who are interested in leadership are encouraged to work as contingent leaders for handling intercollegiate events. There are also specific training given for those who are to perform such leadership roles.

Our teaching and nonteaching staff members are involved in the planning of the College Day celebration. Teachers are involved in discipline duties and planning of the schedule of events. Club leaders guide various extra-curricular activities of the college. All college activities are governed under normal circumstances through participative roles of each one into the holistic spectrum.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Being part of the global educative panorama of the Don Bosco Education System, the Don Bosco College, Mannuthy, has a credible system of strategic planning and effective deployment of education system catering to the needs of the society today as well as for the future.

Due to the keen demand from various stakeholders of the institution, the College introduced new academic courses such as M.Com Finance (2015-16) and BA English (2019-20). Taking into consideration of a transition from different education background of students joining for new courses we envisaged a bridge course.

For the all-round development of the students the college proposes to strengthen curricular, co-curricular and extra-curricular activities through C.S.S., Women's Cell, Adventure Club, and many other clubs.

Strengthening the infrastructure.

The college renovated the college auditorium, college chapel, Girls common room, girls toilet and constructed parking for students and enhanced the College ground. It has extended, developed and modernized the AV Hall and Computer labs. The canteen, better IT backup system and CCTV for

surveillance, etc. are in place.

The College has strengthened the activities of the placement cell through constant interaction with different companies and institutions and has provided seminars, guidance sessions, and job placement opportunities to the students.

The college is constantly engaged with increasing the participation of students in cultural as well as sports and games activities for the all-round development of the students through various strategies and motivation programmes.

The college conducts Faculty as well as Staff development programs such as Workshops, Seminars, Conferences, and Training. Teaching and learning is a continuous process. In the beginning of the academic year, the staff spend a couple of days receiving inputs from experts on teaching- learning methods and discussing the main programmes of the year.

The staff take up community engagements through CSS programmes, KISMAT, Youth Centre, Child and Youth Resource Centre. Cooperators unit, Alumni association etc as also involving students.

The college strengthens welfare schemes for students through Scholarships , Remedial Coaching classes, Grievance Redressal Cell, Anti Ragging Cell, Women's cell, Placement cell, Parking facility, Canteen facility, Library, Reading Room, Flower Garden, Medicinal Garden etc.

To make teaching-learning process more effective, the college employs innovative Pedagogical methods such as combined ICT enabled teaching, interactive method, participative learning, problem solving method, seminars, assignments, group discussion, Mentor-mentee programme, Industrial Visits, Excursion and study tour.

The College has improved Library Learning Resources for the development of students and staff.

Planned Proposals that were implemented were the Starting of M.Com course, Starting of new UG, viz. BA English; Equipping all depts. with Laptops, Separate faculty room

Quality Policy

The College consciously makes an effort to maintain quality through its regularity of work, commitment to human values, frequent checks and balances that enhance further development.

All major decisions by the Management are taken democratically after a series of discussions and consultations with the Heads of Departments, College Council, and members of staff.

File Description	Document
Upload any additional information	View Document
strategic Plan and deployment documents on the website	View Document
Paste link for additional information	View Document

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

Response:

The administration of Don Bosco College is evolved through the functioning of:

MANAGEMENT COUNCIL

Final decisions with regard to the overall running of the college

Staff recruitment

Policy formulation

Service rules and job requirements

Infrastructure development and maintenance

Protection and security of the Principal and the entire college

MANAGER

Personifies the duties of the Management Council

Ultimate head of the College Campus

Appointing and dismissal authority

PRINCIPAL

Head of the college

Ultimate responsible for all activities of the college

Responsible for all communication and adherence with all civil and other authorities regarding the running of the college

Academic responsibilities of the college.

VICE PRINCIPAL

Represents the Principal in his absence

In charge of Discipline and all Co-curricular aspects

COLLEGE COUNCIL

Assists the Principal in decision making body of the college, regarding regular activities

Discipline, PTA, academic and co-curricular initiatives are approved here

FINANCE COMMITTEE is responsible for:

Financial transactions, auditing, general maintenance etc.

ACADEMIC DEAN is responsible for:

All academic activities and Departments, exams, regular college activities including Time tables, attendance etc.

SUPERINTENDENT of COLLEGE OFFICE is responsible for:

All office activities and official correspondences

Admissions as Nodal officer

All records of the college

PTA

Strength and support for the life of the college.

Consults for new projects

IQAC

Assures the quality of the college through initiatives, assessments and directions.

Accredits the college with various agencies

Ensures effective and authentic documentation

PUBLIC RELATIONS, EDP is responsible for:

Media correspondence

Admission campaign

Industry interface

ALUMNI ASSOCIATION

Upholds the college values and reputation

Supports the initiatives of the college

DEPARTMENTS are responsible for:

Student related activities

Discipline and family interface

FACULTY is responsible for:

Imparting education and values

Completion of syllabus and exam preparations

The link between college authorities and students

STUDENT UNION is responsible for:

Executing the college programme

Link between the faculty and the student body

STUDENT BODY is responsible for:

Life and colour of the College

Active and robust participation of the college events

ADMISSION PROCEDURE

The Candidates who are seeking admission to the college must be registered in the University Single Window Admission Registration site and download CAP ID Registration Form.

Fifty percent of the seats are filled on merit while the other fifty percent is reserved as Management Quota. Applicants who seek admission through Management Quota should apply in the prescribed form available online and at the college office. They should also have the CAP Registration.

All selections are provisional and subject to confirmation after personal interview by the Selection Team and the scrutiny of certificates. At the time of interview the applicant should be accompanied by the parent/guardian and must produce necessary documentation in original and also as attested copy. Once selected after the interview, the candidates will be enrolled on payment of the prescribed fees and submission of certificates.

The college has other extension wings such as EVENING COLLEGE, YOUTH CENTRE, KISMAT, CYRC, EDUCATION HUB, and COOPERATORS.

There are well structured policies and procedures which govern the routine life of the college

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

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

Response:

Don Bosco College believes in the family atmosphere for growth and hence there is greater care shown towards the staff of the college. The college ensures that the staff are treated well and with respect, catering to the needs of the times, as far as possible.

Welfare measures for Teaching staff include

Membership in ESI

Membership in Provident Fund organized by the Government

Festival advance

Festival bonus

Prompt facilitation of provident Fund loans.

Vehicles provided at budget rate for transportation.

Leaves granted during harthals and strikes

Festive Meals, celebrations etc.

Birthdays are celebrated in common

Visits to bereaved families are done

Welfare measures for Non-Teaching staff include:

Two Houses built

Membership in ESI

Membership in Provident Fund organized by the Government

Festival advance

Festival bonus

Prompt facilitation of provident Fund loans.

Vehicles provided at budget rate for transportation.

Leaves granted during harthals and strikes

Festive Meals, celebrations etc.

Birthdays are celebrated in common

Visits to bereaved families are done

Special allowances provided during natural disasters, and sicknesses.

Food kits provided during flood, pandemic etc.

There are a number of Faculty Empowerment Strategies which include joined operations with other Don Bosco Higher Education institutions of Kerala. More precisely there are privileged initiatives for the staff provided by the college here.

The management advances full salary enabling staff to receive it on the 1st of every month.

Financial / other assistance when the staff or family members are ill.

Scholarship is given each year to a child of a support staff for further studies.

The college facilitates the prompt submission of required paperwork to the concerned authorities to expedite receipt of NOCs, pensions, etc.

Study leave has been granted for FIP

Duty leave to attend conferences, meetings or as examiners of other universities

Different kinds of leave sanctioned are: child care leave, vasectomy leave, miscarriage leave, leave in case of any emergencies on the home front.

Faculty development programmes, either academic or for holistic development, are conducted in house for teaching and non- teaching staff.

The registration fees to attend workshops and conferences are sometimes paid by the college and leave is granted to attend the same

Flexi-timings are permitted on days when staff require a short time for urgent personal work.

On Teachers' Day students express their appreciation for their teachers

Staff completing 25 years of service and those retiring are felicitated.

Onam and Christmas festivals are celebrated. Each staff is given a gift at Christmas.

To reemphasize the mission of the management and promote interaction with the staff of the Institute, Don Bosco's Feast is celebrated on 31st January.

Picnics are organized for teaching and non-teaching staff to relieve them from their hectic schedules.

Moreover, the fraternal atmosphere, encouraging tone and the supporting system has enabled the staff to be loyal to the institute during their tenure here. NONE of the permanent staff have left the institute for another college to be a faculty in the history of the college, except to work as government employee or transfer of residence.

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

6.3.2 Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**Response:** 11.38**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**

2019-20	2018-19	2017-18	2016-17	2015-16
2	6	2	0	10

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

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years**Response:** 4**6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
6	4	3	4	3

File Description	Document
Upload any additional information	View Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	View Document
Reports of Academic Staff College or similar centers	View Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	View Document

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

Response: 6.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
9	3	0	0	0

File Description	Document
Upload any additional information	View Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View Document
IQAC report summary	View Document
Details of teachers attending professional development programmes during the last five years	View Document

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

Response:

Performance appraisal is a system which enables the staff to get recognized for the service rendered and also to verify the standard with which the said duty is administered.

The management and the Principal have direct and constant monitoring systems to follow up the quality and service of the staff. The verification initiatives are both formal and informal. While there is a formal system in place, there are also informal systems, which are akin to the education philosophy of Don Bosco which helps to evaluate through personal talks, home visits, participatory observation and informal moments.

When it comes to the formal system, the following methods are followed by the institution to evaluate the teachers:

A.) Teacher's evaluation by students

The students perform the first tier of evaluating their teachers. An evaluation questionnaire is distributed among the students and their evaluation is recorded, consolidated and reported by the committee constituted by the IQAC to the Principal. The parameters evaluated in the rating include the knowledge base of the teacher, regularity in taking class, completion of syllabus, communication skill, sincerity and

commitment of the teacher, teacher's ability to integrate course material with prospective and the accessibility of the teacher in and out of the class hours. The confidentiality of the evaluation is maintained. The Principal analyses the evaluation reports and meets the teachers in person to give proper feedback and suggest corrective measures.

B.) Self- evaluation by teachers

Every Teacher is bound to furnish his/her self-appraisal form every year. This activity brings to light the involvement of the teacher in the administrative and co-curricular activities. It also evaluates their contribution to the field of Research by assessing their participation/presentation of papers in seminars and conferences, publication of articles in journals and involvement in extension activities. The duly filled self-appraisal forms are handed over to the HoD who transfers it to the IQAC, which after consolidation is handed over to the Principal. Thus, this entire exercise aims at being an introspection for each individual, by virtue of which, he/she can identify his or her weak area and devise plans to strengthen them.

Performance Appraisal System for Non-teaching staff

Principal and the office superintendent constantly monitor the performance of the Non-teaching staff and suggest corrective measures. Appraisal forms are duly filled by the principal/superintendent regarding the performance of each non-teaching staff. Periodic meetings are held for their assessment and supervision.

The staff are appreciated in public among the staff body and in front the student body for all the special achievements by the staff. Celebrations and informal gatherings amount to bring in serenity and concern among the staff. Hard times of their family issues are harkened with concern and attention and possible remedies and counselling are provided to support them. They are supported in private moments of sorrow while joys are shared in public.

There is a climate of mutual trust and wellbeing among staff that informal moments become moments of joy and celebration.

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The accounts of the College are audited regularly as per the Government rules. With the help of certified chartered accounts these are put to verification and kept in order, always. There are two types of auditing in financial matter that are being practiced in the campus: The internal auditing and the external auditing. An internal auditor audits accounts every quarter. The internal auditor checks receipts with fee receipts and

payments with vouchers . He also ensures that all payments are duly authorized.

The external auditor conducts statutory audit at the end of the financial year. There are also interim external audits to support the annual external audit. Institution conducts internal and external financial audits regularly and uploads an enumeration on the various internal and external financial audits carried out during last five years with the mechanism for settling audit objections. Enumeration of Internal and External Audits carried out in the last 5 years: Statutory external audit of the institution: 2015-16; 2016-17; 2017-18; 2018-19:2019-2020. Internal audit of the institution: 2015-16; 2016-17; 2017-18; 2018-19:2019-2020. The report of external auditor for last five years along with audited Balance Sheet and Income & Expenditure account are available for public perusal to ensure the transparency of the system.

Internal Financial Auditing: Policy and Procedure

Auditing Policy

The College needs to be of an above average quality with regard to the maintenance and augmentation of facilities of the college for its regular and smooth running

The primary intention is not obtaining or possessing the latest trends of the market but a steady, reliable and purpose-oriented infrastructure and financial administration for the smooth actualization of the educative process.

The Finance auditing will assess the flow of finance for the regular running of the college. It will keep records. It will work in close collaboration with the Administrative Department of the Thattil Kochu Vareed Memorial Don Bosco Youth Centre Centre Society, under which the college functions.

Auditing Procedure

The Principal, together with the Management Council, sets up a body for the auditing purposes and ensures that the auditing takes place in due time. The report is presented to the Principal who in turn would present it to the Management Council. Orders for further action would be directed by the Management Council for additional interventions.

The auditing is not only practiced but also demanded by the college even from the student body and the staff, as they are to present accounts after each programme. They are insisted also upon creating budgets and estimates for each events. The accounting officer hands over bills and vouchers to the chief finance administrator and accounts them in the stipulated manner.

As by the requirements of the government, the college adheres to the civil norms and duties of the entity. The transparency and the accountability of the institute is verifiable and is praiseworthy. The system in place moves along even beyond the change of chief administrator in the office, which underscores the stability of the system.

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

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

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

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

Response:

Any institute with the self-financing and self-reliant scheme would face tremendous challenges when it comes to raising funds and channelizing them into concrete, creative and efficient project development. Don Bosco College, Mannuthy also faces such precarious situation while contributing to a great extend to the society at large and to the higher education scenario in particular. Yet the quality of delivery of the educative mantra is not diluted, nor is it jeopardized.

Institution has a well-defined and systematic mechanism to mobilize, and monitor, the effective and efficient use of available resources.

Fee collected from the students is the main source of revenue for the College as there are no funds granted neither from the government, nor the university or even from UGC. A second and extraordinary source of income is the loan from the Bangalore Salesian Society, the nodal agency of all the Don Bosco Education Operations in the South Indian Region with head office in Bangalore. Occasional source is by way of donations which are scarce. Other sources include bank interest.

When it comes to the mobilization of funds and utilization for projects before starting a new academic session the Principal issues a letter to all the Departments for a tentative budget of the new expenditure estimation for new academic session. After receiving the budgets from all the concerned Departments as well as the Library, the Examination and placement Cells, Principal calls a meeting for the budget Finalization. The meeting is attended by all HODs, other Department Heads, Administrative Office and the Principal. The final budget is then forwarded to the Management through the Principal by the Administrative Office. The management makes the final decision. Expenditure and sends the exact amount to the Administrator. The fund generated from the fees collected each year from the students is utilized for meeting the recurring expenditures and maintaining resources in the institution.

The fund is utilized for operational expenditures like salary, stationery, electricity, loan repayment, infrastructural maintenance, scholarships, educational aid and other charity purposes and also for loan repayment.

Another important area of fund utilization is that of scholarships and fee concessions. There are many of them who get advantage about the fund concession.

The resource mobilization is becoming more evident when it comes to crowd funding in which the students are involved. While these do not come under the purview of the audited records as they do not form part of the college funds, these amounts are generated through donation from different agencies and are utilized directly by the student body towards social upliftment and hospital cases. There are blood donations and resource sharing for which our students give leadership and meets the target.

The public fund raised by the student body are not incomes of the college, but are raised differently for a health issue and a social purpose which will remain so. The college, gives monitored freedom to the student body and its respective teachers to go beyond the normal in order to help out the poor.

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

6.5 Internal Quality Assurance System

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

Response:

The establishment of Internal Quality Assurance Cell (IQAC) is a mandatory requirement for all NAAC-accredited institutions. The IQAC of Don Bosco College, since its inception, has been consistently and actively involved in quality sustenance and enhancement activities. It is a participative cell of the college that works on evolving strategies towards achieving holistic academic excellence.

IQAC conducts the Faculty Development Programme (FDP) providing assistance to facilitate up-gradation

of knowledge and skill. It provides opportunities for induction training to the staff employed. FDPs cover varied areas spread out in policies, techniques, skills, motivation, technological updating, pedagogical strategies etc. The scheme is designed to enhance the faculty. While promoting professional practices relevant to technical education FDPs motivate the faculty to achieve competitive teaching and learning edge and qualification in their profession.

The IQAC helps to provide add-on courses (currently 22 of them) and thus develops employability in students. Student-centred methods such as experiential, participative learning and problem solving techniques are used for enhancing capabilities through project work, field work, internship and industry visit.

IQAC conducts programs render customized services to students at their own capability. 5 days' bridge course and other evaluative methodologies are used to ensure personalized care for slow learners and advanced learners. IQAC arranges essential mentoring for students. With a good mentor-mentee ratio the IQAC enables also psychological and spiritual counselling wherever needed.

IQAC creates awareness on Government, Non-government and institutional scholarships and various grants for project and research works, to students and aids them to qualify the same.

IQAC leads projects like Unnat Bharat Abhiyan– a plan by central government for rural development in this locality.

IQAC guides the college in signing MOU with academic and non-academic institutions for knowledge and resource sharing. It promotes the teachers' profile updation by providing guidance for Ph.D enrolment, publishing articles and presenting papers on national level Extensional activities called out here.

IQAC extended its activities under the CSS unit to up bring the needy ones in the neighborhood by Financial assistance, Distribution of food packages, Holistic development, Childcare assistance, Education assistance and other services, during floods, and pandemic situations.

IQAC monitors the maintenance and augmentation of infrastructures necessary for stakeholders' automation and digitalization of library.

IQAC plans and executes all club and association activities that assures decentralized participation comprehensive development of the students and monitoring gender equity involving women empowerment cell.

IQAC keeps track of all the programs of career counselling and placement, competitive exams, higher education, language and communication skill development, life skill development, soft skill development. There is team to conduct internal auditing like academic auditing, energy auditing, environmental auditing, and financial auditing and employs an agency for conducting external auditing.

IQAC strives effectively to provide disabled friendly, barrier free environment, tolerance and harmony towards cultural regional linguistic communal socio economic human values and professional ethics had been inculcated in one students through various intended IQAC initiatives.

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

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

Internal Quality Assurance Cell has been a wakeup call for the college. While there were random efforts to improve the quality of teaching and learning in the college, with the inception of IQAC, the processes has been coordinated and structured and systematic efforts have been made to improve the quality of the entire educative system. Tangible results are seen at multiple fronts.

One of the foundational hype was with regard to the attitude of the faculty and other stake holders. From half hazard initiatives to systematic thinking, meticulous planning and accurate execution, it is a giant leap in the quality of educative interventions of the college. This came up together with the Faculty Developmental Programmes (FDP) organized by the IQAC. From the historic 'orientation' to teaching in Don Bosco the turn has come in for systematic educative preferences and *modus operanti*. Empowering the faculty towards better educative system, technicalities and updating of their own respective department and knowledge front, updating with regard to the education policies and pedagogical styles, practical ways to mentor effectively and to guide spiritually, quality verification of the educative processes of the students and the efficient implementation of course plan and lesson plan have been actualized through these FDPs. FDPs enable the faculty community to get in touch with other docents of other colleges, especially that of Don Bosco, entertaining a home-community within the professional arena.

Another tangible result is the outcome based interventions which have been made at the college. Goodwill communications as well as specified and calculated outcome based interventions, which range from simple corrections given to students to increasing add-on courses, have been enabled effectively by the IQAC. Interventions with regard to the implementation of Course Plan and lesson Plan together with feedback and evaluation strategies have helped students to imbibe better the subject matter instructed and procure the necessary knowledge. Faculties, better empowered with more resources and newer outlook, have emerged to be of greater help to the students, especially in their pursuit for better performances, higher studies and placements. The number of add-on courses increased , helping students of all departments and calibre to get enhanced and go targeted to their career. It was with the help of IQAC that more agencies were incorporated into collaboration with the college and more diversified internship programmes sought after.

Another important motivational factor is with regard to the up-drift in the way of thinking and getting committed to social causes. While the youth in the college were helped to move from their comfortable ghettos into the open space of peer group communication providing utility services to the society while ensuring that their first priority of studies do not get suffered was indeed a quantum leap as far as a self-financed college is concerned. The number of social commitment programmes provided by the college

through the instrumentality of CSS prove a notable statement in this regard. Accolades gathered and mementos shelved throw light not only into the activity but also on the way the mind of the students are transformed into a huge machine with a heart for the society.

When it comes to the details of improvement, we can gather that the interventions made by IQAC have helped the individual faculties to be more organized, to personally develop further and to excel. Right from sticking to the timetables, calendars, lesson plans, course plans and annual programming for events of various associations and clubs, the faculties together with the member students have grown into a systematic enterprise reaping great fruits of success.

The entry of IQAC into the campus played vital moves when it comes to the infrastructural augmentation. From small signboards to hoardings, repairs, maintenances, and construction of new ventures etc. have been actualized, thanks to the insistence of IQAC. Adaptation to the signs of the times and to the latest technology have been employed here. Computers, lifts, ramps, differently abled-friendly ecosystem, tactile footpath, plastic free and green concept concretization... the area of intervention by the IQAC have been various. Systematic ensuring of credible infrastructure for the development of new courses and actually available courses etc. have been aided by the reclaims of IQAC.

Industrial visit, student exchange programme, faculty exchange programme, sharing of resources and knowledge etc. are specifically the merits of the intervention by the IQAC. Industry interface and preparations for interviews and career preparations, smart analysis of projects completed by the students etc. are motivated by the IQAC. It is obvious that the presence of IQAC has become inevitable for reassuring that the college is credible in its claims to be one of the best in the class. While the global education *manthra* of Don Bosco claims credibility, it is through the IQAC that such claims get acclimatized and actualized in the local scenario.

IQAC plays a vital liaison role when it comes to MoUs with other institutions and industry. The assurance of the presence of students and faculty in these initiatives are again stories of success for IQAC. After having gone through the tough winds of NAAC preparation since months, the IQAC has proved to be the pivotal office in actualizing dreams of the college, for better tomorrow. Constant monitoring of the functioning of different committees like grievance committee, antiragging committee, the women cell etc. and the functions and activities of clubs, it is realized that the IQAC plays precious roles of a motivator and mentor to all departments to assure quality rendition of their own declared objectives as they realize their own passion.

The IQAC leads the way especially when the new comers are incepted into the college, when the passing out batches move out of the college, as also when other students and faculties from other colleges enter the campus for inter collegiate events. Interreligious programmes, events of trauma like the flood etc. prove that the IQAC can and should keep reminding everyone that there is professionalism and quality at all events. IQAC is a quality take-off.

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

6.5.3 Quality assurance initiatives of the institution include:

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

Response: D. 1 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

Being an affiliated college, the Don Bosco College, Mannuthy, Thrissur, implements the curriculum as prescribed by the University of Calicut. For effective implementation of the curriculum, the following processes are planned and deployed.

At the beginning of the year, the Principal of the college conducts the meeting with the various department heads to develop strategies for effective implementation of the curriculum. Teachers are encouraged to impart the curriculum through innovative teaching methods such as presentations, assignments, discussions, workshops, seminars and industrial visits combining online-offline methods, besides the regular/traditional chalk and talk methods.

At the start of the academic year the college the annual academic calendar is prepared. When the semester begins we prepare an Objective Driven Teaching Plan. During the semester faculty members maintain course plans which are also spilt into lesson plans and are monitored and confirmed. The Management encourages the faculty members to participate in Orientation and Refresher Courses or Workshops or even Seminars organized by the various Colleges and Universities. They are asked to conduct seminars and workshops to keep updated their knowledge and to improve the teaching practices. The college provides books, reference materials like journals, magazines, and software to enable its teachers to ensure effective delivery of curriculum. The librarian collects the requirements from faculty and ensures the availability of books, journals, e-journals, thus ensuring that staff have opportunities for keeping their skills up to date. The faculty members are encouraged to evaluate their own learning and teaching practice.

There is a continual mechanism to ensure innovation in learning and teaching. The teaching and laboratory plans are approved by the Head of Department (HOD) before the start of a semester and communicated to students by respective course teacher. The course files are evaluated by concerned senior subject teacher and HOD. The Dean of the College monitors the academic activities on regular basis to ensure the execution of timetable, of academic calendar and teaching learning process.

For a group of 20-25 students a teacher is allocated as Mentor. The mentor conducts a monthly meeting and does the counselling of poor performing students. It helps to have powerful positive effects on young people in a variety of personal, academic, and professional situations. The academic performance of students is continuously monitored by conducting internal examinations, model practical examinations during the semester. Bridge courses are organized and conducted for the first year students to help them understand basic concepts of Mathematics and Accounting. Learner centric techniques such as assignments, group discussions, projects, quiz etc., are present in the delivery of the academic courses. Feedback from alumni and academia are given importance in defining graduate attributes and design of course outcomes.

The effectiveness of the curriculum delivery, here in the college, is strongly supported by the presence of Add-on courses which are meticulously planned and systematically executed having career objectives of

the students in the mirror. Apart from the University syllabus and curriculum these enable the students to be capable of deployment in the coming job scenario

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

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

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

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document
Any other relevant information	View Document

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

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

Response:

The sacrality of the nature consists also in its capacity to ensure life and progress. Often waste becomes the villain and obstructs the serene growth of the planet. Waste is an obvious culprit and pollutant, contributing to landfills and toxins which harm the earth's soil and atmosphere. In order to avoid that there are mechanisms which need segregation of waste products and a planned seclusion of the same without

making them geo hazards.

Keeping this in mind, the waste material in college is segregated into biodegradable and non-biodegradable wastes. Our Institution takes adequate measures for the disposal of solid waste on the daily basis to keep the surroundings of the college tidy. College adopts the Reduce, Recycle and Reuse policy.

Solid waste management

Proper collection of waste is done by our administration. The food waste is used in poultry farm in our college. Also the waste from poultry farm and other biodegradable waste is used for composting and the compost is used in our garden and Agriculture Field. The college insists on a plastic free environment. Faculty and students are encouraged to avoid plastic bottles and covers. All the classes, departments, office and campus have waste disposal places and it is collected on a daily basis.

Liquid waste management

Our college is blessed with three open wells and a well-connected water distribution system. Water is very precious in our world. So proper usage is vital. To ensure effective utilization of water the college ensures that the water wastage is minimized and the taps, pipes and their connectivity are regularly checked to avoid loss of water. Any obstruction or leakage is identified and rectified with urgency. There is a well-constructed drainage system in the college. The over flow of water tanks are restricted and is directed to the rain harvesting system where the excess is contained and utilized at a later stage. The waste water from the toilets is collected in the separate tank and is utilized for the green campus initiatives. Water from pisciculture is used for vegetable cultivation as they are enriched with manure and minerals.

Biomedical waste management

The college has a good dispensary which provides good health support for students and faculty. The biomedical waste in college is very less, it contains the cotton gauze and tablet strips. The cotton is disposed of among the degradable waste and the strips are added to non-biodegradable waste. There are no medical or hygienic hazards generated by the biological wastes.

E-waste management

In order to minimize e-waste the college attempts to increase the life of electronic goods through proper maintenance. Moreover, the decadent gadgets are used by our students as raw materials for their projects. These are utilized also for creating awareness programmes for students who want to have first-hand experiences in computer and electronic hardware. The college uses reusable toner cartridge in printers.

Waste recycling system

The recycling system of waste products in the college is praiseworthy as there is a planned mechanism for the same.

File Description	Document
Any other relevant information	View Document
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Link for Geotagged photographs of the facilities	View Document

7.1.4 Water conservation facilities available in the Institution:

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

Response: B. 3 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

7.1.5 Green campus initiatives include:

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

Response: Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document
Link for any other relevant information	View Document

7.1.6 Quality audits on environment and energy regularly undertaken by the Institution and any

awards received for such green campus initiatives:

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

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

- 1.Built environment with ramps/lifts for easy access to classrooms.**
- 2.Disabled-friendly washrooms**
- 3.Signage including tactile path, lights, display boards and signposts**
- 4.Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment**
- 5.Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

The social upbringing of students do matter when it comes to creating an equitable society. Cultural inclusivity and social entrepreneurship are to be learned during the early adulthood of individuals. A culturally inclusive environment requires mutual respect, effective relationships, clear communication, explicit understandings about expectations, and critical self-reflection. In an inclusive environment, people of all cultural orientations can freely express who they are, their own opinions, and points of view. Diversity intensifies self-awareness. They expand student awareness, welcome multiple perspectives, and help build social skills. Considering this need, various activities were carried out in our college:

Conducting retreat sessions for catholic students and value education class for non-Catholic students. These programs enabled us to show our concern for all communities and the importance of values and ethics in one's life. Public holidays for special religious festivals are kept as declared by government.

Cultural days like Yoga day, Onam, Christmas, women's day are organized where students play a vital role in planning and execution that foster leadership qualities. The social benefits of festivals are less visible, but they are just as important. It is fair to say that festivals foster community pride, teach people, and strengthen relationships.

National days like World Environment Day, International Day against Drug abuse and Illicit Trafficking, International Day in Support of Victims of torture, Indian Independence Day, National Teacher's Day, World Literacy Day, World Cancer Free Day, World AIDS Day, etc. are celebrated.

The festivals provide an opportunity for students to respect and participate in events that are not their own. And, they also ensure that students get to showcase talents – for instance, preparing Pookalam on Onam eve, rendering songs or staging dances. This also promotes harmony among different sections of students, bridging the linguistic and regional barriers. Celebrating cultural or religious festivals in academic institutions is a learning experience -students get to learn about the festival, the reason for the celebration and its significance.

International days are occasions to educate the general public on issues of concern, to mobilize political will and resources to address global problems, and to celebrate and reinforce achievements of humanity. International days are occasions to educate the general public on issues of concern, to mobilize political will and resources to address global problems, and to celebrate and reinforce achievements of humanity. Universities and colleges, more generally, citizens, make an international day a springboard for awareness-raising actions. June 21st is celebrated as world Yoga Day and World Music days, days which are widely celebrated with special events here in the college.

As the college believes in the cooperation and collaboration of all, interreligious events and festivals are celebrated and special events are created to foster the spirit of diversity and unity among religious believes. The interreligious summit with various Christian denominations, Muslims, Hindu and Jain monks celebrated in 2018 was indeed an eye opener for the entire neighbourhood. The contribution which was derived after the summit proved the commitment of the college towards peaceful and constructive social eco system

File Description	Document
Link for any other relevant information	View Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

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

Response:

Fundamental Rights are those which are essential for the intellectual, moral, and spiritual development of citizens of India. Every individual has proper rights and duties in the democratic country. Pondering on this, the management led by Fr. Jiby formed Community Social Service (CSS) in 2009. The committee comprises The Coordinator, Treasurer, Class coordinators, and a Blood donation Committee Coordinator. First initiative from CSS was a Christmas day celebration in an old age home, for which funds were raised and executed effectively. More than the old age residents, it was a joyous occasion for our college, which made it a memorable event. This event home ignited a spark in the hearts of all CSS family members and motivated us to undertake many activities.

In collaboration with Indian Medical Association (IMA), blood donation camps were organized twice an academic year. This immensely helped the female students to fulfil their share of service to the society through life saving blood donation. This helped the Students to realize their true potential through these selfless efforts and they preserved in the practice every year. Our tie-up with the IMA has made blood donation and on the go service possible whenever the need arose.

Celebrations offer a sense of belonging to religious, social, or geographical groups, contributing to group cohesiveness. We celebrate larger religious festivals like Christmas and Onam with the prominent people in the locality. We paid visits to many old age homes in Thrissur. During each visit, we provided for their needs from basic amenities like flasks, books, cots, blankets, etc., to major needs such as laptops. Cultural events were organized and the CSS family had noon meal with them. We distributed Onam and Christmas kits for the families of kidney patients in Thrissur District Hospital.

In the effort to have a healthy and disease free India, CSS Unit carried out services in Hospitals, like sanitizing the premises, distributing dialyzer and medicines for chronic kidney patients. Every year we donate funds to the medical expenses of a minimum of two intensive and critical care patients who are in dire need.

In another effort to carry forward the social service motive, mega fund raising events were planned and executed. These funds helped many charity organizations like Solace, and, Pain and Palliative to grow and spread the motive wider and farther.

The very essence of social service gives the bright young boys and girls a sense of pride as they form part of empowering this nation towards advancement. Education, along with a sense of belonging to this society, helps them to shape their lives in such a way that they will be an integral part of the efforts to bring the right values to this nation.

Our student community with a developed and mature human intellect, through the right mix of education and social service, can and will pave the path for this nation to be a democratically cohesive, socially responsible, culturally rich, ecologically sustainable, and internationally competitive nation. We believe in the spirit of India.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	View Document
Link for any other relevant information	View Document

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

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

Response: A. All of the above

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

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

Response:

Our students are on a mission towards better India by going beyond the boundaries of religion and caste. The institution practices pluralistic approach towards all religious festivals. The college organizes the national festivals and national and international commemorative days every year as an occasion for the staff and students to get to know the importance of national integration in general and their role in it in particular.

- **Onam Celebration**

Onam is the state festival of Kerala, celebrated by all Keralites all over the world, a time to show off its vast cultural heritage and rich variety. The beauty of the festival lies in its secular character. It is a festival celebrated with lots of tradition and purity. Various events such as Athapookalam, Uriyadi, Onapattu, Thiruvathira and Onasadhya are organised over days as part of the celebration.

- **Christmas Celebration**

Christmas is about sharing, giving, and spending time with loved ones. The celebration usually begins with a Christmas message from our principal. The event includes Christmas carol songs sung by students from various departments. A beautiful crib and a Christmas tree made by the students add colour to the occasion. Cakes are distributed on the day.

- **Feast of Don Bosco**

It is celebrated on 30th of January every year. On this day the students gather in the auditorium to express their love and respect for St. John Bosco, the patron of the world Don Bosco institutions. It is followed by a cultural programme by the students.

- **The World Environmental Day**

World Environment Day offers opportunity for everyone to realize the responsibility to care for the Earth and to become agents of change. World Environment Day is celebrated on 5th June every year. We plant saplings in the college campus and various programs have been conducted as part of the Environment Day. Plastic free environment has become our chase.

- **Reading Day**

June 19 is celebrated as National Reading Day, with the week following commemorated as Reading week. It is celebrated to honour the life and works of P.N. Panicker, a teacher from Kerala. Reading week celebration is a boost to promote reading habits among the students. It is full of various interesting activities like Reading competition, puzzles, seminars, speech etc. All these activities give the students a chance to transform their reading and knowledge to creativity and innovation. Book fair is a star attraction as it enables them to know new titles of the books.

- **World Yoga Day and Music Day**

International World Yoga Day and Music Day is celebrated on 21st June Every year. Experts from the field are invited to conduct a session for students and staff. Yoga is a mental, physical and spiritual exercise that needs to be practiced every day and gives a great opportunity to imbibe the value of this discipline. The students thereafter perform various Yoga asanas. All Yoga asanas are introduced /explained before being performed. The day is coloured with music and celebration.

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

7.2 Best Practices

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

Response:

BEST PRACTICE-1

1. Title of the Practice : BLOOD DONATION

2. OBJECTIVES OF THE PRACTICE

BLOOD DONATION

We aim to become a standard-bearer in providing the highest level of blood donation service to all the various society those who need blood . Most of our students donate blood with beaming faces and proud heart.

Blood is the gift of life. There is a wide gap between demand and access to safe blood. There has always been blood shortage in most of the blood banks because the blood banks fail to organize voluntary blood donation camps on a regular basis and depend mainly on replacement donors. As a result, there is always pressure on patient to procure blood when needed.

The major aims of organizing blood donation camp in the College are as follows,

- **Message of Humanity:** Donating blood, not only saves multiple lives, also give an opportunity to add value to one's life. It helps in teaching students about humanity and also defines the spirit of our natural co-existence with others.
- **Life Saving Measures:** Blood cannot be produced artificially. Requirement of blood arises during medical emergencies, accidents and life threatening diseases. Teaching students about the importance of blood donation at an early stage will help in saving human lives and the sense of self gratification.
- **Ensuring Supply of Blood:** Fresh blood is produced in the body. After donating the blood new blood cells get stimulated and improve the blood circulation of the body. It ensures adequate supply of blood to the blood bank which can be used for the needy patients.
- **Support to Critical Patients:** Blood donation camps are organized with the purpose of supplying blood to the blood banks for the need of patients suffering from cancer, hemophilia, and

thalassemia or accident victims.

- **Suitable Donors:** The purpose of blood donation camp is to select a suitable donor whose blood is safe for the recipients. With increase in population and development of more advanced medical and surgical procedures, the need for blood is increasing day by day. Voluntary blood donors facilitate in maintaining adequate supply of blood.
- **Removal of myths:** Blood donation is a noble act. Many people have wrong notions about blood donation and hesitate to donate blood. With the help of the Blood Donation Camps the misconceptions can be reduced and significance of donating blood can be inculcated.
- **To create a sense of responsibility and commitment towards society** and to create empathy for the suffering in critical care units of hospitals.
- To make the students conscious about their health through the hemoglobin check-up.
- Educating the students on the beneficial aspects of blood donation and harmful effect collecting blood from paid donors
- **Through the camp we are achieving 100 % voluntary non-remunerative blood donation** by the student of Don Bosco College Mannuthy
- Actively encourage voluntary blood donation and gradually eliminate professional blood donors

3. CHALLENGING ISSUES NEEDED TO BE ADDRESSED

- Many of our students facing the problem of blood scarcity for themselves and also for their relatives.
- Difficulty of girl students to donate blood in blood bank.
- It is difficult to know the physical fitness of the student for blood donation

All these issues were solved by conducting blood donation camp in our college twice in an year

4. PRACTICE AND ITS UNIQUENESS

The need for blood has been increasing every moment of a minute. It is required during the emergency occasions like accidents, surgeries, to cure the chronic illness and also in the treatment of cancer and the like. The noble act of donating blood periodically is a great human gesture. We highlight the message that donating blood voluntarily is an important part on humans to express their concern or caring for the lives of other. In this fast way of living life, regular voluntary and healthy blood donors are needed in large numbers to make generous blood donations. It is a great humanitarian service to assure the hospitals, multi – specialty to a PHC in a remote village that the required amount of blood of all groups available at a call even in odd hours; Life is precious but saving that life is adorable.

In collaboration with the Indian Medical Association (IMA), blood donation camps were organized twice an academic year.

- An awareness program will be conducted for the students to overcome fear and to clear doubts. A resource person from IMA willingly be part of this gathering and render an inspiring speech on the topic.
- After the programme a core team will be selected for the voluntary purpose.
- Knowing the availability of Indian Medical Association, a feasible schedule of time will be fixed and two weeks campaigning by the CSS unit will be carried out to bring the students in the stream of the meritorious deed.
- The venue for the blood donation camp will be set and appropriate arrangements will be done a

day before the event.

- We allow the students to donate blood only after the consultation by a doctor to check their mental and physical fitness, Energy providing eatables like lemonade, boiled eggs, bananas, biscuits, etc., seating and bedding arrangements, registration counters, blood group recognition unit, the bleeding unit will be provided free of cost by CSS unit. Provide comfortable and adequate seating arrangements for blood donors.
- Students who have donated blood are given adequate nutritious food and sufficient rest. Even if they want to go home they are permitted. They are taken care by the college authorities in many ways.
- Indian Medical Association issued Certificates of Appreciation for those who donate blood.
- Record all the Blood donation details for future references

Blood group identification will be mainly for first-year students and they cannot donate blood as they will be under the age limit that is 18 years. This immensely helped the female students to fulfill their share of service to society through life-saving blood donation. Because it will be uneasy for them to donate outside the campus like boys do. Boys are sent out of the campus to meet the random need for blood that arises in hospitals. As well, this helped the students realize their true potential through these selfless efforts they took to accomplish the motive every year. We strictly instruct the students do not receive any compliments from the patients and bystanders.

Assists the various Organizations, Clubs, Public & Private Institutions and the Public to conduct voluntary blood donation drives and arrange for motivational talks to enable progressively increase the number of voluntary non-remunerated blood donors every year.

5. EVIDENCE OF SUCCESS

- An average of 70 students will participate in the donation process each time. Even though the total strength of the college was low the quantity of blood collection is fairly high in units when compared to other colleges.
- Students are willing to donate blood when needed in the near by districts Thrissur, Kozhikode, Ernakulum, Palakkad.
- We got appreciations from Blood donors kerala for our continuous participation in blood donation during the last 8 years.
- We also got appreciations from Thrissur Government Medical College for our continuous participation in blood donation during the last 8 years.
- We also got appreciations from Thrissur District Hospital for our continuous participation in blood donation during the last 8 years.
- Most of our old students are members of Blood Donors Kerala.
- Our team's professional approach led us to attain the "KALALAYATHULLIGAL" award frequently where we competed with many colleges in the Thrissur district.
- Our tie-up with the IMA has made blood donation an on the go service whenever the need arises.
- To get the maximum number of donors the frequency of Blood donation camp is twice in an year.
- Our students encouraged their relatives, friends, neighbours to donate blood.

By these activities, students realize that donating blood is a civic duty and healthifies themselves.

6. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED TO IMPLEMENT

We came across a lot of myths and misconceptions regarding blood donation prevalent among them. There is a fear of pain during donation and infections acquired from use of nonsterile instruments during donation. We tried to convince them by opening the sterile instruments in front of them. Many were ignorant about who was eligible for donation and time restriction for redonation. We tried our best to educate and counsel them regarding screening done for blood donation and eligibilities and restricting conditions for blood donation. Many had apprehensions about postdonation weakness. We tried to relieve them by explaining human physiology, the store of blood in body, and the way the circulating volume is restored after donation. We had also arranged for a lecture by faculty members to promote the voluntary blood donation and to address to doubts of people. While we tried to educate and counsel them regarding screening done for blood donation and eligibilities and restricting conditions for blood donation, the results were not particularly encouraging.

BEST PRACTICE-2

1.Title of the Practice: E- LEARNING RESOURCES

2. OBJECTIVES OF THE PRACTICE

Digital libraries have the potential to offer unprecedented resources for supporting e?learning.

- To collect, organize & collate print & digital information & disseminate at the point of care and for future use.
- To provide seamless access to information
- To act as a gateway to digital and electronic information
- To develop into a single access point library
- To develop and conduct tutorials for the users to enable them to effectively utilize the facilities and resources made available by the library.

3. CHALLENGING ISSUES NEEDED TO BE ADDRESSED

- Explosive growth of information and documents
- Increased cost of the documents and information materials
- Increase in users information needs
- New role of the librarian and greater responsibilities.
- Latest techniques and concepts in handling of information.
- New electronic information environment.
- Creation of databases and its security.

4. PRACTICE AND ITS UNIQUENESS

Here we use Web OPAC which is provided on the web and with the help of internet anybody can access it from anywhere.

- An OPAC uses a graphical user interface accessible via by the world wide web, as oppose to a text based interface accessible via TELNET.
- Web OPAC is an independent programme designs separately from the library,
- It is programmed to facilitate members to access the OPAC through their on search for the ease of borrowing instead of searching through the card catalogue.

- E-Resources were also available through online platforms like e-genesis, E-pg padsala, national digital library, science direct, PDF Drive and e-shodh sindhu that could be downloaded for free. In the second week of February 2020, Delnet purchased membership and was admitted as an institutional member of DELNET on March 3rd. Since then, E-Resources have become available from delnet.
- E-resources like E-Journals, E-Books and database of E-Journals are available after Delnet membership in 2019. Maximum E-Resources are stored on other online platforms besides Delnet. 40 E-Journals and 1050 E-Books are now available in the library.

WEBSITE ADDRESS FOR ONLINE ACCESS

ELSEVIER SCIENCE DIRECT : www.sciencedirect.com

DELNET : <http://164.100.247.26/>

NATIONAL DIGITAL LIBRARY : <https://ndl.iitkgp.ac.in/>

PDF DRIVE : <https://www.pdfdrive.com/>

N-LIST : <https://nlist.inflibnet.ac.in>

Library genesis monoscope : <http://gen.lib.rus.ec>

Features:

- Web OPAC support both simple and advanced search
- It is possible to search independently by author, keyword, title, subject heading, keyword in subject heading, Publisher, class number, ISBN/ISSN, LCCN, series, barcode number or year.
- It provides name authority control, subject authority control.
- It is 24 x 7 times accessible via internet and intranet
- It supports cross references
- It had the provision for copy location.
- Display complete bibliographic information as appeared on reprint.
- It can be linked to full text
- Hypertext links can be used to navigate through bibliographic records
- It is accessible through the internet
- Easy to search the library items.

Members can also request information about borrowing, reservation, etc related to their on library profile as well as to make automatic reservation.

5. EVIDENCE OF SUCCESS

- By implementing E-library the students can access the power point presentation prepared by teachers and it is also available in future reference.
- By the use of WEB OPAC students could access the text and reference books during the pandemic situation due to Corona

6. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED TO IMPLEMENT

- **The lack of learners' motivation.**

One of the most common eLearning challenges that eLearning professionals must overcome is an overall lack of learner motivation. It might stem from learners who aren't enthusiastic about the content or aren't interested in the subject matter. To overcome this hurdle, it's important to make the eLearning course as as possible. Even topics that are dry or boring have the potential to become exciting and effective if you know how to make them relevant and interesting for your learners.

- **The belief that eLearning offers no support.**

It is a general misconception that eLearning courses offer no support for their learners. In fact, this belief prevents many individuals from enrolling, even if they are highly motivated to learn and have the time to do so. To overcome this eLearning challenge, be sure to have a solid support system in place for all of your learners. Offer them an FAQ that can help them remedy any common issues, and email or instant message support for more complicated questions or concerns. It's also a good idea to encourage peer collaboration.

- **Learners can't see the real world implications of the eLearning course.**

Sometimes a learner is not able to see the value or benefit of the eLearning course, and especially how the subject matter is going to help him/her in the real world. For learners to become truly engaged in the overall eLearning process, they have to be aware of how the content is going to translate in real world settings. Even the most informative eLearning courses aren't going to be effective if learners aren't made aware of how the material can help to improve their lives, either personally or professionally.

File Description	Document
Link for any other relevant information	View Document
Link for Best practices in the Institutional web site	View Document

7.3 Institutional Distinctiveness

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

Response:

INTRODUCTION:

Don Bosco College Mannuthy, contributes to the quality formation of youth for their entry into this competitive world and for their responsible involvement in the society. We aim to provide quality education and focus on holistic development of students. Our College believes in empowerment through education. Our thrust area of building transformative multi-faceted learning ecosystem at Don Bosco, is primarily embedded in the concept of creating a distinctive environment for educational excellence.

The college identifies its students through various initiatives and slabs them into slow learner, moderate learner and advance learners. The aim is to provide specialized intervention so that each student gets personalized attention and adequate assistance to excel. We give special coaching to both slow learners and advanced learners, thus enabling them to reach better heights. This is the strategic approach that we adopt to make our students more confident.

Special attention and remedial teaching are given to slow learners which will equip them to know their difficulties in learning and performance thus helping them to rectify accordingly. While the slow learners are provided special care to reach the minimum bench marks set by the university and go beyond, the moderate learners are helped to perform better. The advanced learners have various other initiatives and interventions so that they excel further.

PHASE 1 PROCEDURE

- The college organizes orientation program for the parents and the students at the commencement of the programme to get familiarized with the institution. Various programmes, together with curricular and co-curricular activities, the availability of facilities, awareness of rules and regulations are made aware of. At this, students are care-fronted to identify various student needs and they are addressed at the earliest by way of a strategic approach.
- The institution takes all the effective steps to ensure the academic improvement of the students. The Institute practices a robust student academic counselling process. During the time of admission Principal interacts with the parents and students to assess their needs and aspirations. The concrete and customized intervention begins with the interview with the principal after the initial verification of documents and enrolment processes. It is here that the parents and students are made aware of the education philosophy of the Don Bosco system and the peculiar education framework being provided by the college, at Mannuthy.
- Entering into the regular academic schedule various assessment of students are conducted and for those who require additional academic help five-day Bridge Course is organized to get the basic concepts with the subject matter. This ensures those, especially from different streams of learning, to get acclimatized with basics of each subjects and a minimum necessary for further academic progress.
- At the end of Bridge Course an Assessment Test Arranged for the all first year students. Through the Assessment Test teachers monitor academic performance and assist students for better academic success. This academic test is one of ways to keep track of the requirements of customized student-directed interventions.
- After the first internal examination teachers identify Slow, moderate and advanced learners. Faculty members do periodic interaction with the slow learners. Remedial classes are conducted to poor academic performers. Revision of critical topics are re-explained for better comprehension. Appropriate counseling and additional teaching are provided so that better results are obtained. Those students with higher potentiality are provided with further opportunities to get involved into intercollegiate and interdepartmental competitions and other public and job-oriented or research opportunities depending on their career objectives.

- Enrichment programmes like Personality Development workshops are conducted to improve students' personality and spark their innovative and creative mind set.

PHASE II PROCEDURE (2018 ONWARDS)

While the above said procedure was continued for many years, from 2018, students are interviewed also by the concerned department and provided grades during admission. The involvement of departments in the admission processes increases the confidence of the stakeholders. Special care has been provided for the slow learners and the advanced learners while the moderate learners are provided regular and structured teaching and learning possibilities.

SLOW LEARNERS:

These are the students who are found to be below average level of comprehension and intellectual acumen failing to perform up to the expectations.

Strategies Taken

- Remedial Teaching classes provided for slow learners.
- Notes on important topics provided
- Repetitions held to anchor the subject and topics
- Special attention provided
- Continual evaluation held

Outcome observed:

The performance level of weak students improved in the university exams. Their confidence level increased significantly. They could confront the exams with ease. Emotional stability is better ensured to face challenges of life and learning.

ADVANCED LEARNERS

Advanced Learners are those who are ahead on the learning curve and require advanced technical know-how.

Strategies Taken:

- Monitor the students' academic excellence regularly.
- Provide individual attention and appraisal.
- Conduct regular exams, Group discussions, Quiz competitions etc.
- Teach better ways of writing exams
- Teach students to use visual images and other memory strategies
- Teach students to be active readers
- Give reference books and links.
- Help to study with additional notes and materials.
- Bright and diligent students are motivated and inspired to get university ranks.
- Students are encouraged to take up competitive exams like GATE, TOEFL, IELTS, CAT, NET, SET etc.

Impacts observed:

Students scored high marks in University and other competitive exams. Their confidence level increased significantly. While evaluating their University marks the students to whom we gave special attention through remedial teaching secured better marks.

CONCLUSION:

The distinguishing factor of Don Bosco College Mannuthy, is the concentration on the career objectives of students which directs concentrated efforts on required training. It is not mere teaching of degree or post-graduation, but making them professional to face life. The career-centered training is the current strategy of the college. The Outcome Based Education (OBE) pattern enables concrete practices for better future. Our policy is not to limit the care for the best of students but to all so that even those weak in studies can excel and become their best.

File Description	Document
Link for appropriate web in the Institutional website	View Document
Link for any other relevant information	View Document

5. CONCLUSION

Additional Information :

Don Bosco College Mannuthy is a branch of the global Don Bosco Education System with 12 Universities and more than 94 colleges in 143 countries.

Preparing Global citizens ready to take on the world with concern for humanity is part of the scope our education.

Extension activities find no parallels around. With Don Bosco Youth Centre which is the hub of life for the youth of the locality; Don Bosco Evening College, which is the cradle of parallel college education for the poor; Don Bosco Education Hub which caters for students right from small classes to Civil Service aspirants with cooperation from Zeta Academy; Child and Youth Resource Centre (CYRC) operated with ESAF bank; KISMAT – a Don Bosco initiative to cater for the migrant youth; Alumni association being part of the global association; Salesian Cooperators which is a member group of Don Bosco family; *Unnat Bharat Abhiyan* – the Central Government Scheme to help our the rural development of the five panchayats around; Our own electronic productions helping to ease the life of the college... the list is ever growing.

Social commitment and concern for humanity is reflected at every activity of the many clubs like Nature Club, Yoga Club, Football club, Arts Club, Adventure club, Music club, Literary club, Library club and other such.

Staff welfare schemes are lauded with two houses built for the needy staff. Loans, two wheelers through the instrumentality of the college at reduced rate etc. are noteworthy.

State of art Football court with natural grass and automated irrigation system, gallery etc. help out the youth of the college to look after the health. The well-furnished gym is a bonus.

Associations of each departments become forums of creative intervention and concrete execution of joy and optimism of life and activity.

Industry interface and thrust on good grades, while most students are at average scores at entry level, is a commitment.

Faculty heading into publication of books and articles prove the intellectual acumen.

Special care given to slow learners and advanced learners bear abundant fruit.

Be here and be a legend is our moto.

Concluding Remarks :

Don Bosco is quality name, at the international and local forums. Life in Don Bosco is not designated only for a specific group of people. Being a minority institution run by Don Bosco fathers, care is given to all as all learn to respect everyone. Integral formation with joy and optimism for future is practiced here.

With scholarships of different sorts, staff welfare schemes, neighbourhood involvements of social commitments, this politics free – ragging free campus assures joyful and youthful living. Being one of the most sort after self-financed education institutions among affiliated colleges, the higher education aspiration of students and career profile of the faculty is catered for with an abundance of opportunities. Vibrant minds play leading roles among students and faculty. That is what makes Don Bosco a ‘home away from home’ with aspiring students, dedicated staff, visionary leadership, supportive parents, collaborative neighbourhood and mentoring industry. Don Bosco College Mannuthy, becomes a place to be and to become legends in the personal lives of individuals walking in.

NAAC

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years</p> <ol style="list-style-type: none"> 1. Academic council/BoS of Affiliating university 2. Setting of question papers for UG/PG programs 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses 4. Assessment /evaluation process of the affiliating University <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 of the above</p> <p>Remark : The HEI was requested to provide Nomination Letter of the Affiliating University for each of the claimed faculty under different heads as in the Metric, indicating membership on BoS /Academic Council/ PG Council along with the validity (during the assessment period). The HEI requested to provide Letters from the affiliating university in the name of the faculty for BOS, setting question paper for UG/PG programs. It was advised that the Document showing the faculty participating in the design and development of Curriculum for Add on/ certificate/ Diploma Courses. As per the HEI statement in the response dialogue box and the data provided by the HEI in clarification the HEI has provided university letter for central evaluation of the university.</p>																				
1.2.1	<p>Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</p> <p>1.2.1.1. Number of Programmes in which CBCS / Elective course system implemented.</p> <p>Answer before DVV Verification : 8 Answer after DVV Verification: 08</p>																				
1.2.3	<p>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>288</td> <td>282</td> <td>291</td> <td>268</td> <td>259</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>201</td> <td>195</td> <td>191</td> <td>219</td> <td>231</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	288	282	291	268	259	2019-20	2018-19	2017-18	2016-17	2015-16	201	195	191	219	231
2019-20	2018-19	2017-18	2016-17	2015-16																	
288	282	291	268	259																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
201	195	191	219	231																	
1.3.2	<p>Average percentage of courses that include experiential learning through project work/field</p>																				

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
41	34	47	40	30

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
32	32	29	30	25

Remark : As per the HEI statement in the response dialogue box and the data provided with the Metric during clarification.

1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)**1.3.3.1. Number of students undertaking project work/field work / internships**

Answer before DVV Verification : 234

Answer after DVV Verification: 339

Remark : As per the HEI statement in the response dialogue box and the data provided with the Metric during clarification. As per the HEI weblink certificate there are 339 students undertaking project work/field work/ internships (Data for the latest completed academic year.

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

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

Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website

Answer After DVV Verification: A. Feedback collected, analysed and action taken and feedback available on website

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)**2.1.2.1. Number of actual students admitted from the reserved categories year-wise during the last**

five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
42	34	34	29	37

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
168	167	160	134	165

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

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

Answer before DVV Verification : 204.25

Answer after DVV Verification: 248

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0.5	0	0	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
4	0	0	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

3.1.3.2. Number of departments offering academic programmes

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
10	3	6	6	5

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
7	3	6	5	6

Remark : As per the HEI statement in the response dialogue box and the data provided with the Metric during clarification.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3	1	1	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	00	0	0	0

Remark : As per the HEI statement in the response dialogue box and the data provided with the Metric during clarification. The HEI has not provided neither ugc-care nor link of the suggested publishers.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
15	0	0	1	1

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
15	0	0	1	1

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
7	5	5	5	5

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	00	0	0	0

Remark : None of the claimed entries is eligible as award and recognition received for extension activities from Government/ Government recognised bodies. Blood donation with Red Cross or govt hospital only is eligible.

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)**3.4.3.1. Number of extension and outreach Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
5	10	8	13	14

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
5	4	5	7	4

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
420	106	814	859	978

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
238	106	197	209	167

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
25	8	2	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
03	8	2	0	0

Remark : As per the HEI statement in the response dialogue box and the data provided with the Metric during clarification. Most of the claimed MoU's during 2018-19 are of 01 year life. As per the SoP the MoU's to have minimum 03 years validity.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
44.63	36.18	35.12	61.93	63.61

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
8.1	11.2	12	34.55	11

4.2.2 **The institution has subscription for the following e-resources**

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

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

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

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
7.072	34.89	0.44	7.42	16.71

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
14.85	13.38	11.44	12.42	10.68

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : As per the HEI statement in the response dialogue box and the data provided with the Metric during clarification.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
325	0	80	411	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
113	79	80	254	0

Remark : As per the HEI statement in the response dialogue box and the data provided with the Metric during clarification.

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

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

Answer before DVV Verification : 313

Answer after DVV Verification: 197

Remark : As per the HEI statement in the response dialogue box and the data provided with the Metric during clarification.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
7	10	17	1	4

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
7	10	11	1	4

5.2.3.2. Number of students appearing in state/ national/ international level examinations

(eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
7	4	2	11	4

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
01	02	02	00	00

Remark : As per the HEI statement in the response dialogue box and the data provided with the Metric during clarification.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
14	10	9	10	10

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
11	4	3	5	03

Remark : As per the HEI statement in the response dialogue box and the data provided with the Metric during clarification. The HEI was advised that All Athletics are covered as one. Similarly dance/singing is one, painting/Rangoli/Cartooning/Mehdi is 01 and Drama/ Skit is 01. The HEI was requested to provide additional reports for activities attached.

6.2.3 **Implementation of e-governance in areas of operation**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
32	32	2	34	32

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
2	6	2	0	10

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
15	9	6	7	8

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
6	4	3	4	3

Remark : As per the HEI statement in the response dialogue box and the data provided with the Metric during clarification.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
32	32	32	34	32

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
9	3	0	0	0

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0.90	0.30	0.30	0.20	0.20

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

6.5.3 Quality assurance initiatives of the institution include:

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

Answer before DVV Verification : C. 2 of the above

Answer After DVV Verification: D. 1 of the above

7.1.4 Water conservation facilities available in the Institution:

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

Answer before DVV Verification : A. Any 4 or all of the above
 Answer After DVV Verification: B. 3 of the above
 Remark : As per the HEI statement in the response dialogue box and the data provided with the Metric during clarification.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of courses offered by the Institution across all programs during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>173</td> <td>187</td> <td>178</td> <td>188</td> <td>188</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>164</td> <td>176</td> <td>168</td> <td>176</td> <td>176</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	173	187	178	188	188	2019-20	2018-19	2017-18	2016-17	2015-16	164	176	168	176	176
2019-20	2018-19	2017-18	2016-17	2015-16																	
173	187	178	188	188																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
164	176	168	176	176																	
1.2	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>7</td> <td>8</td> <td>8</td> <td>8</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>7</td> <td>08</td> <td>8</td> <td>8</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	8	7	8	8	8	2019-20	2018-19	2017-18	2016-17	2015-16	8	7	08	8	8
2019-20	2018-19	2017-18	2016-17	2015-16																	
8	7	8	8	8																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
8	7	08	8	8																	
2.1	<p>Number of students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>712</td> <td>699</td> <td>713</td> <td>668</td> <td>632</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>712</td> <td>699</td> <td>713</td> <td>668</td> <td>632</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	712	699	713	668	632	2019-20	2018-19	2017-18	2016-17	2015-16	712	699	713	668	632
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712	699	713	668	632																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
712	699	713	668	632																	
2.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16															
2019-20	2018-19	2017-18	2016-17	2015-16																	

56	46	46	43	52
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Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
223	182	182	170	199

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
287.07	239.73	216.08	251.56	147.43

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
58	72	73	85	86