SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

DON BOSCO COLLEGE, MAMPETTA

DON BOSCO COLLEGE, MAMPETTA MUKKAM, KOZHIKODE KERALA- 673602
673602
www.dbcmampetta.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Don Bosco College, Mampetta (DBCM) is located in the picturesque town of Mukkom, Kerala. The college is affiliated with the University of Calicut and is managed by the Salesians of Don Bosco, an internationally recognized Catholic religious order dedicated to the service of youth. The college's name pays tribute to Saint John Bosco, the patron saint of youth, who believed in the transformative power of education and dedicated his life to uplifting disadvantaged youth through education and skills development.

The college was established in 2013 by Salesians of Don Bosco. Since its establishment, it has been committed to upholding the principles of Don Bosco, which emphasize the importance of education, community service, and the holistic development of individuals. The college offers one postgraduate and five undergraduate programs in fields such as arts, commerce, management, and computer application. DBCM is an ISO 9001-2015 certified institution.

Beyond academics, Don Bosco College places equal emphasis on co-curricular and extra-curricular activities to ensure the holistic development of its students. The college provides a nurturing environment that encourages students to actively participate in sports, cultural events, social outreach programs, and various clubs and societies. These initiatives help in fostering leadership qualities, teamwork, and social responsibility among the students. The campus is green and is equipped with state-of-the-art facilities, including a Library, Computer Lab, Audio-Visual Hall, Seminar Hall, Gym, Yoga Centre and Sports facilities.

Vision

Inspired by the Salesian Educational System, Don Bosco College, Mampetta aims at enabling and empowering its students to pursue integral formation leading to success, commitment and integrity. It prepares its students to be responsible and compassionate citizens who are equipped with the knowledge, skills, and values they need to succeed in their chosen fields and make a positive impact on society.

Mission

- To develop human resources in discovering and assimilating knowledge and its application beyond the boundaries of its campus towards social commitment and global vision.
- To develop in the students heightened intellectual, cultural, moral, spiritual and human sensitivies.
- To ensure personal accompaniment towards self-transformation.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Don Bosco College ensures to offer its students an eco-friendly environment enhanced with serene and peaceful atmosphere conducive for academic excellence.

- A campus with easy access to bus station, railway station and an international airport.
- Services of well-qualified, competent and committed faculty.
- Student-teacher rapport conducive to interpersonal skill.
- Student involvement in co-curricular activities to strengthen leadership qualities.
- A proactive and supportive management, which is strengthened by its service minded attitude.
- Numerous co-curricular and extra-curricular activities by departmental associations, clubs and committees.
- Professional counsellors and structured students' mentoring programs.
- An active Alumni association and PTA.
- A structured value education program to inculcate positive values among the students.
- Planned outreach programs to develop ethical and social values among the students.
- Digitally equipped library.
- 60 MBPS Bandwidth Internet Leased Line Connectivity.
- Proficient and industrious Student Council and Representatives.
- Professional and Global opportunities through skill development training and certificate courses.
- Entrepreneurial and Vocational training Programs.
- Ample scholarships and financial support provided for the needy.
- Professionally competent linkages and collaborations with renowned Institutions and Industries.
- Systematic Teaching-Learning and Evaluation Process for high quality outcome.
- Excellence through acquisition of Recognitions in Co-curricular activities.
- Extend value for all living beings and Nature through innumerable extension activities.
- Soft skill trainings.
- Academic and administrative audits.
- Well-maintained Infrastructure and Basic Amenities.
- Placement Training.
- Execution of mentoring and counselling sessions for students.
- Good number of students from other Communities prompting inclusive education atmosphere.
- A very good system of recording the projects done by the students.
- Ample student exposure through field visits.
- CCTV surveillance is made throughout the campus.
- Supply of RO water.
- Environmental activities and e-waste management help to create a clean, green, plastic free campus with excellent energy savings.
- Divyaangajan friendly campus.
- DBCM has become a hub for women empowerment
- Popularity of the Brand 'Don Bosco' in Kerala with so many educational institutions in this name leading to quality students, placements and faculty.
- 15KW Solar energy plant, Rain water harvesting
- Cells, Clubs, NSS etc.
- Value Education
- Green initiatives

Institutional Weakness

- Lack of sufficient number of PhD/NET qualified faculty members.
- Difficulty in incorporating changes in syllabus as per the requirements of dynamic world, being part of affiliated systems.

- Lack of representation of faculty in University curriculum designing bodies.
- As students' first preference is for government or aided colleges due to very nominal fee, the quality of students taking admission is affected.
- Financial constraints due to less number of students.
- No permanent affiliation for self-financing colleges by the University.
- Difficulty in getting sufficient collaborative research projects of public research funding agencies.
- Lack of International Collaborations.
- Lack of financial support from the government for the improvement of infrastructure.

Institutional Opportunity

- The presence of charismatic management and committed staff favourable for growth of the institution.
- A good bunch of well positioned Alumni.
- Goodwill and benevolence among industries and organizations.
- Possibility to get UGC section 2 (f) &12 (B) and thus, funding for expansion.
- College's own hostel facility.
- More Soft Skill Training programs could be provided.
- More Strategic Employment opportunities are to be provided.
- More Start-ups and innovative inventions can be promoted.
- International and Interdisciplinary Research Initiatives are to be promoted.
- Promoting student participation in International Cultural and Sports events and competitions is to be done.
- More emphasis is to be laid on special coaching for Competitive Examination and Qualifying examinations like NET/JRF.
- More programs may be introduced to mould the professional skills of students.
- More online certificate/diploma programs could be provided.
- More support from Alumni is to be gained.
- More Collaborations with international educational institutions and universities are to be found.
- More training programs to develop entrepreneurial skills are to be found.
- To develop institution's own LMS.
- Start open distant learning programs and own platforms.
- Offer more number of new generation of UG and PG programs.
- To launch more industrial linkages and placement drives.
- To offer more Leadership development programs to the students and public.
- Starting a fully-fledged Placement Cell.
- Establishing incubation centres and start-ups.
- To act as a consultancy centre.

Institutional Challenge

- One challenge that the college encounters is the proliferating growth of self-financing institutions in the vicinity.
- Increasing running costs of the institution and the vacant seats in both UG and PG programs due to the heavy rush to study abroad.
- Difficulty to find Faculty and student exchange programs, and other collaborative programs outside India.

- Government and university regulations restricting the functioning of self-financing institutions.
- Self-financing college faculty are not getting opportunities in academic bodies such as Senate/Board of Studies etc.
- Prolonged admission process of the University.
- The delays in conducting University examinations and publications of results, as compared to autonomous institutions.
- Restrictions by the government for raising the tuition fees for the different programs.
- Lack of Govt. grants and funded projects.
- Minimal employability interest among student community due to restrictions of social community and familial socio- economic reasons.
- Less Career ambition among students due to influence of social background.
- Lack of proper language skills among students.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- Don Bosco College, Mampetta is affiliated to the University of Calicut and follows its curriculum and regulations.
- The institution emphasizes effective curriculum delivery through systematic planning and timely follow-up.
- IQAC ensures the effective implementation of the curriculum.
- The Examination Committee conducts internal assessments flawlessly and publishes an examination calendar at the beginning of the academic year.
- The Academic Council and Exam Cell of the institution prepare the components for CIA based on the university norms. It conducts two internal examinations prior to the university semester examination.
- Faculty actively participates in academic activities such as question paper setting, curriculum design for Add-on courses and evaluation processes of the affiliated university.
- 38 Add-on/Value-added courses are designed and offered during the assessment period to enhance students' knowledge and skills.
- The curriculum includes cross-cutting issues like professional ethics, gender, human values, environment, and sustainability.
- Experiential learning is emphasized through projects, internships, and field visits.
- 360 degree feedback on academic performance and ambience of the institution is collected and analyzed for continuous improvement by the IQAC.
- Students undertake project work/field work/ internships during the year.

Teaching-learning and Evaluation

- 72% of students are enrolled with adequate representation of socially and economically deprived communities.
- Seats are reserved for SC, ST, OBC, Divyangjan and minority students as per government norms.
- 93.04% of the sanctioned posts are filled with full time teachers.
- Student-Teacher ratio is 15:1, ensuring personalized attention.
- Experiential, participative, and problem-solving learning methods with ICT tools.
- Emphasis on student-centric pedagogy and participatory learning activities.

- Experiential learning through projects, internships, industrial visits, and field trips.
- A three-tier grievance redressal system ensures transparency and timely publication of results of internal examinations.
- Continuous assessment through internal components like CIA, class tests, quizzes, and seminars.
- Teachers are recruited based on academic excellence, professional development, experience, and passion for teaching.
- All teaching and learning activities are outcome based. POs, COs and PSOs are communicated to students through college website and department notice board.
- Attainment of COs are evaluated through Bloom's Taxonomy.
- Each student assigned is assigned a mentor teacher for support and guidance.
- Students are empowered to conduct seminars and presentations using technology.
- Completion of assignments and a project of not less than 12,000 words are mandatory.
- Average pass percentage is 91%, reflecting academic success.

Research, Innovations and Extension

- The institution fosters a research culture by providing resources and facilities despite being newly started with limited research initiatives.
- Monetary and non-monetary incentives and support systems are provided to encourage research among staff and students.
- Faculty development programs, workshops, and webinars with eminent resource persons are organized to promote research.
- An entrepreneurship development club is initiated to encourage entrepreneurship and start-ups.
- Workshops/Seminars on Intellectual Property Rights, Research Methodology and Entrepreneurship are provided to students and teachers.
- Financial assistance is given to teachers for attending seminars/conferences/ workshops.
- Don Bosco Extension Services collaborate with local self-governments and NGOs for community development programs.
- Various activities and programs are conducted by NSS and various clubs, fostering social responsibility in students.
- The college has MOUs with 37 institutions for collaborative activities like extension programs and research.
- The college has received much recognition for its services to the communities.

Infrastructure and Learning Resources

- The institution boasts adequate infrastructure and physical facilities, creating an ideal teaching-learning environment within a spacious built-up area of 5412.87sq.mts.
- The institution has a campus area of 10.73 acres.
- Well-equipped classrooms, computer labs, seminar halls, and dedicated examination halls cater to the diverse needs of students.
- An impressive multipurpose auditorium, with a seating capacity of 700, stands ready to host various events and gatherings.
- The campus offers a range of amenities, including a volleyball court, indoor badminton court, football cum cricket ground, gymnasium, yoga center, and a welcoming cafeteria.
- Ample space is available for vehicle parking, ensuring convenience and accessibility for all.

- The eco-friendly campus features cutting-edge facilities, such as a garbage disposal system, bio-gas plant, and rainwater harvesting facility, reflecting a commitment to sustainability.
- The lush surroundings include a Herbal garden, Rubber estate, plantain garden, areca nut plantation, cocoa plantation, and other cash crops, contributing to a green and serene atmosphere.
- Each department enjoys dedicated offices with attached washrooms, enhancing productivity and convenience for faculty and staff.
- A well-stocked library offers an extensive collection of books, journals, magazines, and e-resources, including Delnet.
- The college provides robust ICT facilities, internet access, e-magazines, and remote access to e-libraries, ensuring students and staff have the resources they need for a comprehensive learning experience.
- A thoughtful Ladies' Infirmary serves as a private space for girl students, equipped with first aid kits, providing comfort and support during their menstrual cycle and illnesses.
- Hostel facilities are available for both men and women, providing a comfortable and enriching residential experience, complemented by recreational facilities outside the campus.
- Expenditure incurred on maintenance of physical and academic facilities comprises 39.73% of the total.
- Expenditure for infrastructure development and augmentation is 45.54% of the total.

Student Support and Progression

- The college effectively communicates its policy, objectives, and student support systems through multiple channels like the website, college management system, prospectus, handbook, and semester activity plans.
- Institutional scholarships and freeships are provided to students under different schemes, ensuring that deserving students have access to financial support.
- The college assists students in availing Central and State Government financial aids, ensuring that students can access additional financial assistance if needed.
- SC, ST, and OBC students benefit from reservation and relaxation in the admission process as per government rules and also receive financial assistance from the Central and State Government.
- The institution has effective redressel mechanism in place. All the statutory cells operate in the institution in a transparent manner.
- Special training programs are organized to prepare students for various competitive examinations, equipping them for future success.
- Class committee meetings ensure student feedback, suggestions, and complaints are heard and addressed.
- Capacity building and skill enhancement initiatives are regularly organized.
- A grievance redressal system promptly resolves genuine grievances, providing a supportive environment for students.
- The college's placement cell actively organizes training programs, industrial visits, and expert interactions, facilitating campus recruitment for students.
- Participation in college fests, competitions, seminars, conferences and workshops are encouraged.
- Various clubs under faculty guidance nurture students' talents and interests, promoting their overall growth.
- The elected students' union coordinates and organizes various events and celebrations, fostering a vibrant campus life.
- The institution has a registered alumni association and strong alumni relations are maintained through regular communication and their active involvement in programs like the annual job fair and alumni

meetings, contributing to the college's continuous growth and development.

Governance, Leadership and Management

- The governing body creates an excellent educative atmosphere with transparent administration, aligning with the college's vision and mission.
- A well-structured organogram is in place, facilitating effective planning, management, and execution of administrative and academic processes through both top-down and bottom-up approaches.
- Management council provides guidance to the principal in executing various college activities.
- Routine activities are overseen by the principal, supported by department heads and conveners of non-statutory committees and clubs.
- A Strategic Plan for five years is prepared and all activities are planned in tune with it.
- Welfare schemes are offered to both teaching and non-teaching staff, including financial support for attending conferences, seminars, workshops, FDPs and refresher courses.
- A well-structured financial management system mobilizes funds effectively and ensures optimal resource utilization through proper budgeting. All financial activities are audited by authorized auditor.
- Staff members actively participate in the design and implementation of academic and administrative processes through a participatory hierarchical management system.
- Grievance redressal mechanisms, including feedback systems, mentoring and various committees, ensure student concerns are addressed.
- Yearly increments for staff are granted.
- Management-funded staff tours and a positive work environment contribute to staff well-being and job satisfaction.
- The IQAC team supports the principal in promoting qualitative initiatives for academic, research, administration, and student welfare.
- A structured feedback and audit mechanism by IQAC ensures quality in the teaching-learning process.
- IQAC in the college is instrumental in internal appraisal system for promoting good practices.

Institutional Values and Best Practices

- DBCM fosters responsible and compassionate citizens, empowering them with knowledge, skills and values for success in their chosen fields and positive societal impact.
- The college upholds a value charter displayed across the campus and website, promoting core ethical principles.
- DBCM maintains a gender discrimination-free campus, promoting equality and inclusivity.
- CCTV camera surveillance ensures a safe environment for staff and students throughout the campus.
- The campus is eco-friendly and diligently maintained to be litter-free.
- Waste collection and disposal campaigns in collaboration with Mukkom Municipality contribute to responsible waste management.
- Rainwater harvesting facilities are implemented to alleviate water scarcity during summer.
- Seedlings are distributed to students and staff on their birthdays, promoting a green culture and environmental awareness.
- The Biodiversity Club actively engages students in environmental protection initiatives.
- Green Audit is conducted to ensure the college's efforts toward achieving zero pollution and environmental sustainability.
- Festivals like Onam, Christmas, Eid etc. are celebrated in the campus.

- Commemorative days are organized.
- Divyangjan-friendly facilities are adopted by the institution.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DON BOSCO COLLEGE, MAMPETTA
Address	Don Bosco College, Mampetta Mukkam, Kozhikode Kerala- 673602
City	Kozhikode
State	Kerala
Pin	673602
Website	www.dbcmampetta.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Fr. Joby M Abraham	0495-2297287	9061112504	-	principaldbcmampetta@gmail.com
IQAC / CIQA coordinator	Shyma Chandrasekharan	0495-2298577	9020680500	-	naac4dbcm@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

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

Establishment Details

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				

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, Mampetta Mukkam, Kozhikode Kerala-673602	Semi-urban	10.73	5412.87

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Department Of English	36	HSE	English	40	8
UG	BCA,Department Of Computer Applications	36	HSE with Maths or Computer	English	36	36
UG	BCom,Department Of Commerce	36	HSE	English	60	32
UG	BBA,Department Of Management	36	HSE	English	40	22
UG	BA,Department Of Sociology	36	HSE	English	40	19
PG	MCom,Department Of Commerce	24	B.Com or BBA	English	15	6

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	0				0				24			
Recruited	0	0	0	0	0	0	0	0	5	16	0	21
Yet to Recruit	0				0				3			

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				5
Recruited	2	3	0	5
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	2	1	0	3
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	4	16	0	20
UG	0	0	0	0	0	0	0	0	0	0

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

Part Time Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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	3	0	3
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	92	0	0	0	92
	Female	25	0	0	0	25
	Others	0	0	0	0	0
PG	Male	2	0	0	0	2
	Female	4	0	0	0	4
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	2	3	0	4
	Female	1	2	1	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	1	0	0
	Others	0	0	0	0
OBC	Male	62	43	18	16
	Female	27	30	48	31
	Others	0	0	0	0
General	Male	31	45	49	40
	Female	15	27	28	34
	Others	0	0	0	0
Others	Male	0	0	0	1
	Female	0	0	1	0
	Others	0	0	0	0
Total		138	151	145	126

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Don Bosco College Mampetta stands at the forefront of transforming higher education through its visionary approach to becoming a holistic, multidisciplinary institution. Its approach to integrating humanities and science with STEM is realized through the add-on courses like "Ethical Human Values", "Sustainable Thinking", to address environmental issues from multiple angles. The institution is strictly following flexible and innovative curricula designed by University of Calicut that incorporates credit-based courses and projects in various domains. Students engage in community engagement and service projects, participate in environmental education initiatives, and explore value-based learning.
2. Academic bank of credits (ABC):	The institutional preparedness in implementation of Academic Bank of Credits depends upon the guidelines of the affiliated University and Higher Education Department. The institution's faculties are empowered to exercise their creativity and expertise by designing their curricular and pedagogical approaches. From selecting textbooks and reading materials to crafting assignments and assessments, faculty members contribute to an engaging and innovative learning experience while adhering to the ABC framework.
3. Skill development:	Recognizing the significance of vocational education, soft skills, and value-based learning, the institution has embarked on an unwavering journey to align its efforts with the principles of NEP 2020. The institution offers a spectrum of capacity building programs aimed at promoting skills and abilities in students. Our Wednesday Market run by ED Club, Add-on courses on "Digital Marketing" etc. not only provide specialized vocational training but also blend seamlessly with academic disciplines, ensuring a holistic learning experience. To inculcate positive values, Don Bosco College Mampetta prioritizes value-based education. By fostering values like truth, righteous conduct, peace, love, nonviolence, scientific temper, and citizenship values through various programs, the institution nurtures learners who are not only academically adept but also ethically conscious and socially responsible. Skill enhancement programs and courses are offered to students through online and offline modes, enabling

	accessibility to a wider audience and catering to the evolving learning landscape.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Don Bosco College Mampetta is steadfast in its commitment to integrating the rich tapestry of Indian Knowledge Systems into its educational framework, as envisioned by the National Education Policy (NEP) 2020. The institution's strategy involves a meticulous integration of Indian Knowledge Systems through both offline and online courses. The curriculum is carefully designed by the University of Calicut to include modules that delve into Indian philosophy, cultural heritage, and linguistic traditions. Don Bosco College Mampetta is devoted to training its faculties to deliver content bilingually. The institution encourages the educators to equip with the skills to seamlessly switch between English and the vernacular while delivering lectures. The institution embraces ancient Indian wisdom by offering Yoga practices, celebrating international Yoga Day and a Yoga Room is exclusively set up for this. Indian arts such as classical dance, music, and visual arts through workshops, exhibitions, and performances are encouraged. Various Indian festivals are celebrated to instil cultural awareness and appreciation among students.
5. Focus on Outcome based education (OBE):	Don Bosco College has taken a systematic approach to Outcome-Based Education, aligning our teaching, learning, and assessment practices with defined learning outcomes. The college follows POs and COs prescribed by the University of Calicut. Bloom's Taxonomy is used to assess learning on a variety of cognitive levels of students. Assessment rubrics are set by all teachers for the courses they are handling. Our faculty members design Add-on/Value added courses with clear learning objectives, and assessment strategies are devised to measure students' achievement of these outcomes. This approach ensures that the educational process is learner-centric and result-oriented, contributing to holistic development.
6. Distance education/online education:	In an era of rapid technological advancement, education has transcended traditional boundaries, and institutions are embracing virtual platforms for teaching and learning. Our institution stands at the forefront of this transformation, leveraging the expertise of our faculty members in e-content

development and technological tools. Our faculty members skillfully blend technological tools with pedagogical methods to create dynamic and interactive learning environments. This approach promotes active engagement, critical thinking, and collaborative learning among students. Flipped Classroom: Faculty members utilize virtual platforms to deliver lectures and content outside of class time, allowing in-person sessions to focus on discussions, problem-solving, and practical application. Gamification: Incorporating gamified elements within the virtual learning environment enhances motivation and learning outcomes.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, the college has a functional ELC, informing the electoral literacy to the students. The club engages in facilitating, tracking, and ensuring the basic knowledge and process of election in the campus and also to assimilate the role and representation of the students, that is the youth in the nation building process. The club initiates information on citizenship, electoral roll, importance of participation, responsibilities of a citizen, right to vote and responsibilities of a voter.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Faculty coordinators and student coordinators are actively involved in the electoral process, conducting the basic information campaign, explaining the mode and method of the process and the elected student representatives from each class, and the commonly elected union members, function according to the university norms. Representation through election forms the base of the selection procedure and thus ensures the participation of each and every student in the college.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under	Faculty coordinators and student coordinators are actively involved in the electoral process, conducting the basic information campaign, explaining the mode and method of the process and the elected student representatives from each class, and the commonly elected union members, function according to the university norms. Representation through election forms the base of the selection procedure and thus

privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	ensures the participation of each and every student in the college. Students of the college participate in voluntary services during the election process to help facilitate the polling process smoother, faster and to ensure that all the citizens are flawlessly included in the election process. Students gave prime importance to the disabled voters who had difficulties in travelling on their and in casting votes at the polling booth without external support. They assisted and supported the transportation process and worked in association with election committees who facilitated the extended services to needy voters through volunteers. Students of the college have displayed their readiness and productivity in supporting the citizens in their plight in all possible arenas.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The College has associated with the programme "Puthu Laharikkoru Votu", duly translated as "A Vote for the new Addictions" which attempted at investigating into the trends of the youth and intends on replacing intoxicating addictions with productive habits and passions. The experience provided an elaborate idea about the process of voting, about the utmost importance given to the right to vote in the socio-political scenario of the state and the nation. With the District Administration of Kozhikode we joined hands in order to educate and propagate the anti-drugs agenda through the votes of the youth. The college is associated with programmes of public interest, which educate, discuss and facilitate the electoral ethics and democratic values along with encouraging the students to be an active part of the electoral process.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Above 35 percent of students are enrolled in the electoral list and hold a valid ID card. The students under 18 are present in the first year undergraduate classes. The electoral literacy club ensures the participation of the students in programs like "educating the electoral roles" organised as part of SWEEP (Systematic Voters education and electoral Participation) at the civil station hall at District Collectorate, Kozhikode. Students are provided with ID registration camps and Adhar linking programmes in association with government bodies to educate, facilitate and inform students about the process of enrolling, processing and procuring the electoral ID.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
317	316	356	363	327

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

2 Teachers

2.1

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

Response: 37

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.2

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

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

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
92.17	14.66	10.73	32.80	22.62

File Description	Document
Upload Supporting Document	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Curriculum Planning

- The IQAC and academic council together plan for the academic year.
- The Academic Calendar, internal examinations and co-curricular activities provided to the students are given in the college handbook.
- POs and COs are updated in the college website.
- Before the commencement of each semester, the department meetings are conducted to allocate courses, academic and co-curricular duties to faculty members.
- Master timetables are prepared in the beginning of every semester.
- The Course Allotment to each faculty is done according to the capabilities, qualifications, subject specialization, experience, and willingness.
- The respective HoDs and the Principal ensure the timely completion of syllabus.
- Every department conducts monthly department meetings and keeps meeting reports.

Curriculum Implementation

- The students are given workshops, seminars, industrial visits, industrial interactions and research projects on recent trends as per the planned schedule to make them familiar with practical aspects of the curriculum taught.
- Guest Lectures are conducted by industry experts to give the students an orientation on industry environs.
- Teachers prepare ICT based course materials, Power Point presentations, lecture notes and deliver the subject content effectively.
- Innovative Teaching Techniques are adopted to students via Flipped Classrooms, Blended Learning, Group Discussion, Case Studies, Projects, Surveys, Quizzes etc., to students' fraternity.
- Bridge courses are arranged for each program separately at the commencement of every batch.
- Career counselling and mentoring is given to students, so that they are free from mental blocks and pressures to pursue their goals in the academics and careers.
- Remedial classes are arranged by concerned faculties for slow learners.
- Students are given opportunity to take up add-on courses and are encouraged and provided guidance to pursue online courses through platforms like SWAYAM-NPTEL etc.

Continuous Internal Assessment

- Internal examinations are conducted by the Examination Committee twice a semester.

- Assignments and seminars are given to the students as a tool for continuous evaluation.
- Departments evaluate each student's performance by rigorous assessment through the Mentor-Mentee system.
- Parents-Teachers meeting is conducted after each internal examination to discuss the performance of students for effective and transparent implementation of the curriculum and to maintain rapport between the faculty, students and parents.
- The faculty members are encouraged to attend workshops, national and international seminars/conferences, and refresher programs to update their subject knowledge.
- Each department collects feedback from students both formally and informally towards the end of the academic year.
- IQAC takes 360 degree feedback on curriculum to ensure the quality of pedagogy and an efficient content delivery.

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

1.2 Academic Flexibility

1.2.1

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

Response: 38

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Evidence of course completion, like course completion certificate etc. Apart from the above:	[View Document](#)

1.2.2

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

Response: 89.52

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

2022-23	2021-22	2020-21	2019-20	2018-19
312	271	287	329	304

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

The curriculum given by the university ensures that the young generation learns cross-cutting issues through courses such as Value Education, Environmental Studies, and Human Rights. Apart from the courses, the institution conducts events, trainings, and awareness programs through different clubs.

Professional Ethics:

- 18 courses in the curriculum are enriched with professional ethics.
- Sessions are regularly held to help the students to become better individuals by honing their language, discipline and soft skills focussing on the integral development of the students to make sure that the students are all capable of being employed or to be an employer in their own stream.
- Project work, seminar/paper presentations, entrepreneurship club, debates and various other activities help the students to emerge as professionals in their own respective fields.
- The code of conduct is displayed on the website, College handbook and ethics committee monitors the adherence to the code of conduct in all members.
- Orientation sessions are conducted for students on professional ethics.
- Professional Competency courses and Ability enhancement courses as part of Audit courses are designed by the University.

Gender Sensitization:

- 15 courses include gender equity in the curriculum.

- Gender Studies/Gerontology is part of the fourth Semester Audit Course for all programs.
- The college has an active Women Development Cell which organizes various awareness programs.
- The institution through the Women Development Cell and other cells tries to educate the students on diverse knowledge relating to their gender roles, equality, and the importance of being employed, thereby promoting women entrepreneurs.

Human Values:

- 24 courses in the curriculum incorporate human values.
- Rights/Intellectual Property Rights/Consumer Protection is part of the third Semester Audit Course for all programs.
- Various programs organized by NSS, Ethics Committee, and Women Development Cell of the institution inculcate values in students.
- Working with NGOs, namely Ashraya Charitable Trust, Ente Mukkom, Manusha School of Social Research and Human Resource Development, and the institutions like Sanjoe Pratheeksha Bhavan, Pratheeksha Special School, etc. help the students to connect with the human experiences.
- Campaigns against the scourge of drug abuse instill profound human values in our students.

Environment and Sustainability:

- 19 courses cover environment and sustainability.
- Environment Studies is part of the first Semester Audit Course for all programs.
- Many environmental protection activities are done by NSS and other clubs.
- Environmental sustainability is promoted through campus cleaning activities, systematic and efficient solid and liquid waste management system and the energy conservation methods.
- Student involvement in the concerned topics is assured by conducting day observation, nature camps, field excursions etc.
- Biodiversity Club stands as a testament to our college's unwavering dedication to nurturing not just well-rounded individuals, but also responsible custodians of our fragile planet.

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

1.3.2

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

Response: 64.35

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

Response: 204

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

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

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 71.56

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

2022-23	2021-22	2020-21	2019-20	2018-19
152	138	151	145	126

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

2022-23	2021-22	2020-21	2019-20	2018-19
231	191	191	191	191

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)

2.1.2

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

Response: 90.51

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	81	90	88	89

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

2022-23	2021-22	2020-21	2019-20	2018-19
115	95	95	95	95

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 15.1

2.3 Teaching- Learning Process

2.3.1

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

Response:

The institution has always been keen about providing remarkable student-centric platforms to enhance their learning experience.

Experiential Learning:

- Guided by the belief that experience is the ultimate teacher, our institution champions a pedagogical approach rooted in hands-on encounters.
- We offer an array of immersive opportunities, including lab practicum, interactive virtual specimens, engaging management games, tutorials, model building, dynamic e-learning modules, collaborative group projects, project-based learning, and seminars.
- Through diverse channels such as mixed puzzle games, essay writing competitions, webinars, captivating drama enactments, and field trips, students explore the dimensions of knowledge beyond the confines of traditional classrooms.
- Our commitment extends to the digital realm with dedicated student-run YouTube channels and Instagram pages, creating platforms for creative expression and sharing of insights.
- Workshops and club activities further enrich the experiential journey, while field trips, industrial visits, and internships provide real-world contexts for students to apply theoretical learning.

Participative Learning:

- We consider participation a gateway to boundless opportunities and foster an environment where students are encouraged to engage in various competitions regardless of victory.
- Students are immersed in a spectrum of participatory learning experiences, from event planning and role-playing to project orientation, debates, peer teaching, and flipped classrooms.
- Activities designed around subjects enable students to delve deeper into their learning, both as individuals and collaborative teams.
- Our institution actively supports student participation in intercollegiate events by facilitating the necessary resources and encouragement.

Problem Solving:

- Our curriculum is designed to cultivate problem-solving skills, fostering a proactive approach to challenges.
- Industrial visits, projects, and internships expose students to real-world problem-solving situations, nurturing their ability to think critically and innovate.
- Situational activities in the classroom nurture quick thinking and decision-making, while soft skill training programs enhance problem-solving strategies.
- Engaging in events such as case study analysis, brainstorming sessions, and learning through interactive games provide avenues for honing problem-solving prowess.
- Some of the events include: MCQs, Case Study Analysis, Coding for Analysis, Brainstorming Sessions, Learning through Games (Desert Survival Game), Do it by Yourself Technique etc.

Integration of ICT:

- The power of Information and Communication Technology (ICT) amplifies the potential of Teaching-Learning process.
- Faculty members adeptly utilize ICT tools, employing captivating presentations, multimedia resources, and interactive platforms to enhance educational engagement.

- Students are encouraged to familiarize themselves with these tools through assignments that involve crafting presentations, designing websites, and creating informative blogs and vlogs.
- The institution facilitates effective learning by encouraging students to explore online courses like those offered by SWAYAM-NPTEL, thereby expanding their knowledge horizons in alignment with their interests.

File Description	Document
Upload Additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

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

Response: 93.04

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	24	24	22	20

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)

2.4.2

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

Response: 34.58

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	8	10	7	4

03-11-2023 10:05:39

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awareded by UGC recognized universities	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The institution upholds transparency in both internal and external assessments. The Examination Committee meticulously plans exam schedules, invigilation duties, and exam hall allocations, ensuring clarity and fairness.

Internal/External Assessment:

- Comprehensive External Examination (CEE) is controlled by the affiliated university. The institution implements the directions from the university. The exam-related activities of CEE such as the preparation of question papers, exam supervision, answer-sheet evaluation, result declaration, etc. are carried out by the university. All information related to CEE is communicated in advance, and the same is communicated to the students accordingly.
- Two Continuous Internal Assessment Tests follow university norms, assessing learning progress and teaching efficacy. Internal marks are calculated out of 20 or 15 (course specific) as per the curriculum, with components such as test papers, assignments, seminars, and class participation.
- Scrutiny of Valued Answer Scripts: Valued answer scripts are distributed during class hours, allowing students to scrutinize them in the presence of teachers. This process enhances transparency and credibility in internal evaluation.

Grievance Redressal:

- Department-Level Grievance Redressal: A robust Three-tier Grievance Redressal Mechanism is in place. Students initially approach the department level, with a committee led by the Head of the Department addressing grievances.

- College-Level Redressal: Unresolved grievances escalate to a College Level Committee, led by the Principal, HoD of the concerned department, and a senior teacher nominated by the Academic Council.

- University-Level Resolution: For matters unresolved at the college level, a University Level Committee is chaired by the Vice-Chancellor and includes key academic figures, ensuring comprehensive grievance resolution.

- Students' Grievances Portal: A dedicated Students' Grievances Portal addresses a spectrum of complaints, offering an efficient platform for students to voice concerns.

- Timely Display of Sessional Marks: At the end of each semester, sessional marks are displayed for a week on the notice board, allowing students to raise concerns before finalization.

- Comprehensive Assessment Components: Assessment components encompass various aspects such as test papers, assignments, seminars, classroom participation, and lab involvement, fostering holistic evaluation.

- Open House Sessions: Corrections made in internal examination progress reports are communicated to parents during open house sessions, promoting transparency and parent involvement.

- Commitment to Improvement: The institution is committed to addressing discrepancies and enhancing the overall assessment and grievance redressal process, fostering a culture of continuous improvement.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

- The affiliating University's curriculum integrates POs, PSOs, and COs to delineate desired student achievements.
- Syllabi articulate the expected outcomes, guiding students towards their academic objectives.
- The University prominently displays POs, PSOs, and COs on its website, alongside the curriculum, updated periodically.
- This information is easily accessible on the institution's website, benefiting both students and faculty.
- During admissions, the admission committee informs students and parents about programme outcomes.

- A comprehensive student handbook, furnished at the beginning of each academic year, imparts essential outcome-related information.
- Student Induction Programme (SIP): Students are given a brief summary of Programme outcomes in the induction programme. It ensures a clear understanding of the educational journey's objectives.
- Faculty Development and Orientation: The Internal Quality Assurance Cell (IQAC) orchestrates faculty development and orientation sessions, elucidating the concept of Outcome Based Education (OBE) and faculty members are encouraged to attend sessions on OBE.
- Teaching plans are designed and pedagogy is planned for attainment of the course outcomes.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

- The attainment of POs and COs is evaluated through various assessment methods to ensure the quality and relevance of education.
- To evaluate the attainment of POs and COs, institution utilizes a combination of direct and indirect assessment methods. Direct methods involve assessing student performance and work, while indirect methods gather information from stakeholders like surveys and feedback.
- Direct assessment methods include assignments, exams, projects, and portfolios. For instance, in a BCA program, if one of the POs is to demonstrate the ability to design innovative solutions to complex problems, students might undertake a project. By evaluating their project outcomes, we can gauge their attainment of the specified PO.
- COs are assessed through the evaluation of assignments and assessments are designed to align with specific learning objectives of a course.
- Institution uses rubrics to ensure consistency in assessment and to clearly communicate expectations. Rubrics define levels of performance and facilitate objective evaluation of student work.
- Indirect assessment methods encompass surveys, feedback, and focus groups involving students, alumni, employers, and faculty.

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

2.6.3

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

Response: 91.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
91	109	122	112	76

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

2022-23	2021-22	2020-21	2019-20	2018-19
102	121	127	122	86

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	[View Document](#)
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.88

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Empowering Innovation through the Indian Knowledge System (IKS):

Understanding Intellectual Property Rights (IPR):

- The institution has understood the importance of safeguarding and recognizing intellectual property and has taken proactive steps to educate its community about IPR.
- Workshops and Seminars on IPR empower individuals with the knowledge to protect their ideas and also instills a sense of responsibility toward respecting others' intellectual property.

Entrepreneurship Development Club

- Empowers students with employability skills and encourages them to create their own employment.
- Seminars, workshops, and training programs to cultivate entrepreneurial culture.

Research Interaction

- Collaboration with research scholars to share expertise.
- Exposure to new ideas, research methodologies, and innovation exploration.

Participation in Fests:

- Organizes college fests and facilitates student participation in external events.
- Opportunities to identify innovative ideas and showcase creativity.

Wednesday Market:

- Platform for students to market their own products and services.
- Practical application of business strategies learned in classrooms.

Diverse Project Topics:

- Wide range of topics for projects and seminars.
- Exploration of research methodologies and understanding innovation's societal scope.

Young Innovators Programme (YIP):

- Mentoring and guidance through K-DISC's flagship program.
- Supports young innovators and potential entrepreneurs.

Collaborations with Industries:

- Partnerships with successful innovators like G-TEC, Bluegen Solutions, Hedge, Baabtra etc.
- Exposure to real-world applications and insights.

Certificate and Skill-Based Courses:

- Practical skill acquisition through various certificate courses.
- Collaboration with external agencies for off-campus skill-based courses.

Visible Impact and Knowledge Transfer:

The knowledge and technology generated are actively transferred to industries, benefiting society at large. The institution's commitment to fostering innovation is thus a catalyst for positive change and progress.

File Description	Document
Upload Additional information	[View Document](#)

3.2.2

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

Response: 49

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

2022-23	2021-22	2020-21	2019-20	2018-19
33	7	2	2	5

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	[View Document](#)

3.3.2

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	[View Document](#)

3.4 Extension Activities

3.4.1

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

Response:

Our institution's commitment to holistic education extends beyond its campus boundaries, creating a positive impact on the neighbourhood community through its dedicated extension activities. Over the last five years, the college's focused endeavours have not only empowered the local community but also sensitized our students to pressing social issues, fostering their holistic development.

Driving Positive Change: Impact of Extension Activities

- The college's extension activities have left an indelible mark on the neighbourhood community, showcasing our institution's dedication to social responsibility.
- Through initiatives ranging from blood donation camps and skill development workshops to awareness drives on environmental conservation, we have directly contributed to the betterment of the community's quality of life. The quantifiable outcomes are reflected in improved health indicators, enhanced vocational skills, and heightened environmental consciousness.

Empowering Through Education: Skill Development Workshops

- The skill development workshops conducted by the institution have played a pivotal role in empowering individuals within the community.
- By equipping them with valuable vocational skills, such as computer literacy, soft skill development programs for educators, we have enabled community members to secure sustainable livelihoods.
- This empowerment, in turn, has translated into improved economic stability and a stronger sense of self-reliance.

Fostering Social Responsibility: Sensitizing Students to Social Issues

- At Don Bosco College Mampetta, we recognize that education extends beyond textbooks. Our extension activities serve as a practical platform for our students to engage with real-world challenges like environment.
- By actively participating in programs like footpath cleaning drives, wet land cleaning, drug awareness campaigns and many more, our students have developed a heightened sensitivity to the social issues that impact the lives of those around them.
- This exposure not only enriches their understanding of societal dynamics but also nurtures empathy and a sense of responsibility.
- Flood relief activities.
- Covid Relief activities.

Learning Beyond the Classroom: Holistic Development of Students

Engagement in extension activities has significantly contributed to our students' holistic development. By collaborating with the community, our students have honed crucial life skills such as teamwork, communication, and problem-solving. These experiences have complemented their academic pursuits, creating well-rounded individuals who are equipped to thrive in diverse settings.

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

3.4.2

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

Response:

- Don Bosco College Mampetta received recognition from the **District Tourism Promotion Council** for its outstanding efforts in promoting **Environmental Conservation**. The college's commitment to sustainability has had a positive impact on the local environment.
- Both the **Kerala Police** and **Kerala Excise Department** have acknowledged Don Bosco College Mampetta for its proactive stance against drug abuse. The college's initiatives have played a crucial role in raising awareness and preventing drug-related issues in the community.
- Don Bosco College's dedication to environmental protection activities has earned recognition from **OISCA International**. These efforts showcase the college's commitment to preserving and enhancing the natural world.
- A testament to its commitment to holistic education, Don Bosco College received appreciation from the **Member of Legislative Assembly, Mr. Linto Joseph** for its exemplary service and value-based education. The college's educational philosophy goes beyond academics, instilling strong values in its students.

- **Ente Mukkom Charitable Society** appreciated the college for the initiatives taken during the COVID pandemic time.
- **Mukkom Municipality** recognized the institution for its flood relief activities and environment promotion activities which reflect its dedication to community well-being. The college has actively contributed to disaster relief efforts, providing aid during times of need.
- Don Bosco College, Mampetta received an appreciation letter from **Government Homeo Dispensary** and **Community Health Centre** for its commitment to a cleaner and greener environment. These initiatives contribute to the overall health and well-being of the community.

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

3.4.3

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

Response: 37

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	5	2	6	8

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[View Document](#)

3.5 Collaboration

3.5.1

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

Response: 37

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

High-quality infrastructure provides direct positive impacts, which include higher efficiency, increased safety, and decreased environmental impact. The institution continuously strengthens its infrastructural facilities according to the functional and growing needs of the institution to provide an advantageous environment. The campus spans across 10.73 acres and has a total built-up area of 5412.87 square meters. It accommodates all necessary facilities for an effective curricular, co-curricular and extra-curricular development.

Teaching-Learning Facilities:

- Well-equipped classrooms designed to facilitate effective teaching and learning.
- The institution has well equipped Computer labs with 65 computers that cater to the practical needs of various disciplines, enhancing hands-on learning experiences.
- Dedicated spaces for interactive sessions, discussions, and collaborative learning.
- Library with an extensive collection of books, journals, and digital resources to support research and learning.

ICT-Enabled Facilities:

- Smart classrooms equipped with modern technology to enhance teaching.
- High-speed internet connectivity of 60 mbps across the campus, enabling seamless access to online resources.
- Computer labs for practical learning.
- AV Hall and Seminar Hall to conduct workshops, Seminars etc.

Cultural and Sports Facilities:

To facilitate the cultural, sports and games activities of the students the college provides the following facilities:

- A multi-purpose auditorium as a hub for cultural events and academic gatherings, providing a platform for students to showcase their talents.
- A well maintained volleyball court.

- Multi-purpose ground for football, cricket, athletics and other sports.
- Badminton court in the auditorium.
- Indoor games like carroms and chess.
- Yoga center promoting physical and mental well-being through yoga and meditation sessions.
- Gymnasium to promote a healthy lifestyle.
- Regularly organized cultural events and competitions to nurture creativity and talent.

For extracurricular activities, Don Bosco College offers a range of options. The college's emphasis on physical well-being is evident through the yoga center, gymnasium, and sports facilities, which promote a healthy lifestyle and holistic development.

Don Bosco College is committed to providing a holistic educational experience that goes beyond academics. The college's well-designed infrastructure and facilities create an environment that supports diverse learning methods, fosters personal growth, and nurtures talents.

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

4.1.2

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

Response: 45.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
55.60	4.14	1.19	12.87	4.98

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Digital Transformation:

- The library employs a fully automated Library Management System KOHA version: 22.11.06.000 Rosalie for efficient cataloguing, circulation, and resource management.
- Students and faculty can easily access the library's resources through the ILMS.
- Subscription to DELNET allows access to different E-journals and E-books from online libraries.
- The Online Public Access Catalogue (OPAC) facility enables users to search online and locate books and other materials available in the library.
- The library is automated with barcoding technology, and book issues are recorded using scanners. The issue and return process is carried out at the circulation desk using the barcoded identity card.

E-Resources and Journals:

- Substantial subscriptions to e-resources and academic journals are maintained.
- Access to the latest research, scholarly articles, and reference materials across various subjects.

Optimal Utilization for Enhanced Learning:

- The Institution's library provides a vibrant space for exploration, study, and collaboration.
- Faculty members enhance teaching materials, while students delve into subjects beyond their textbooks.

Facilitating Research and Innovation:

- The library supports research initiatives across disciplines.
- Students engage with resources for in-depth exploration and critical analysis.
- The library council takes the initiative to conduct various events on reading competitions, quiz programs and orientations to encourage the students to inhibit reading practices.

Don Bosco College's library blends traditional learning with modern technology. ILMS, e-resources, and a conducive environment contribute to holistic education. The library prepares well-rounded, informed, and innovative individuals for success.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

Don Bosco College Mampetta places a significant emphasis on technological advancements, especially when it comes to Information Technology (IT) facilities. The institution's commitment to providing cutting-edge IT resources, coupled with ample bandwidth for seamless internet connectivity, stands as a testament to its dedication to enhancing the learning experience.

Continuous IT Facility Upgrades and Internet Bandwidth

Regular updates and upgrades are undertaken to keep pace with evolving technology. These updates encompass a range of aspects, including hardware, software, and networking infrastructure.

- The Institution modernizes the Labs by upgrading the existing software, hardware and electronic accessories.
- The college is facilitated with 65 computers that are accessible to the students as well as the teachers.
- The entire campus has surveillance by the CCTV facility.
- At present our college has two internet connections; one is having 60 mbps and the other has 30 mbps.
- Uninterrupted supply of power is provided in the campus with the help of generators and inverters.
- The electrical and electronic devices and the supporting software are constantly updated according to the technological advancements.
- Computer systems are upgraded with up-to-date hardware and software according to the course requirements.
- Computers in the institution are protected with advanced antivirus software.
- Computer related hardware are regularly monitored by experienced technical staff.

Wi-Fi Connectivity:

The campus is equipped with high-speed Wi-Fi coverage, enabling students and faculty to seamlessly connect to the internet from various locations on the campus.

Hardware and Software Upgrades

- Operating system used is Windows.
- System configuration Core i3 and dual core.
- KOHA upgraded to version 22.11.06.000 Rosalie.
- Don Bosco College consistently invests in upgrading computer systems and software applications. These updates are carried out annually, ensuring that students and faculty have access to the latest technology and tools.
- Career Book (ERP) introduced in 2023 facilitates automated student management, Admission, Accounts, Attendance entry, Timetable settling, Entry and Consolidation of Internal marks, Staff Profiling, Performance Appraisal, Student Portal, SMS alert and other relevant services.
- Financial Accounts are managed by Acme ERP.

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

4.3.2

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

Response: 4.34

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

Response: 73

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 39.73

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

2022-23	2021-22	2020-21	2019-20	2018-19
27.13	6.43	7.29	13.777	14.09

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 61.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
275	310	74	236	137

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 70.22

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

2022-23	2021-22	2020-21	2019-20	2018-19
309	194	250	316	110

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

5.1.4

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

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

Response: B. 3 of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	[View Document](#)

5.2 Student Progression

5.2.1

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

Response: 54.51

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

2022-23	2021-22	2020-21	2019-20	2018-19
64	74	64	44	32

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

2022-23	2021-22	2020-21	2019-20	2018-19
91	109	122	112	76

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

5.2.2

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

Response: 11.58

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	8	1	1	3

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

5.3 Student Participation and Activities

5.3.1

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	[View Document](#)

5.3.2

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

Response: 23.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
38	21	16	22	21

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

"Nobody is bothered about an institution more than its alumni." - N.R. Narayana Murthy

- Registered Alumni Association serves as a vital bridge between alumni and the institution.

Inception and Membership

- Registered as a society in 2023 with the Registration Number: KKD/CA/110/2023 with name Don Bosco College Mampetta Past Pupils Association (DoPPA).
- All former students automatically become members of the Alumni Association.
- Encompasses a diverse range of alumni who have passed through the institution's doors.

Strengthening Ties

- Regular alumni visits to the college foster strong relationships.
- Various occasions serve as opportunities for alumni to reconnect with their alma mater.
- Department-specific alumni meetings deepen connections and memories.

Facilitating Opportunities

- Plays a pivotal role in shaping the college's future.
- Represents members' viewpoints, contributing to infrastructure and student facilities enhancement.
- Supports competitive examination coaching through virtual platforms, boosting employability skills.

Facilitating Opportunities

- Placement Cell notifies alumni about on-campus and off-campus job interviews.
- Vacancies within the institution are also shared with alumni.
- Alumni act as crucial links for prospective employment for current students.

Diverse Achievements

- Alumni encompass a range of accomplished leaders across various fields.
- Notable figures include academicians, businessmen, and more.
- Their successes serve as inspirations for current students to aspire for greatness.

Symbol of Support

- Alumni contribute financially to the association's smooth functioning.
- Financial, academic, and other forms of support perpetuate the association's strength.
- Remains a steadfast backbone of the college's growth and evolution.

Building the Institution's Brand

- Alumni serve as powerful advocates, contributing to the institution's reputation.
- Word-of-mouth marketing amplifies the college's positive image.
- In essence, the Alumni Association of our college serves as an enduring bond that unites past students with their beloved institution. Through strong connections, contributions, and shared aspirations, the association continues to drive the college's growth, create opportunities for

students, and inspire future generations.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Don Bosco College, Mampetta is an Arts and Science College, run by Thamarassery Don Bosco Society and owned by Sacred Heart Province Bangalore of Salesians of Don Bosco Congregation.

Vision

Inspired by the Salesian Educational System, Don Bosco College, Mampetta aims at enabling and empowering its students to pursue integral formation leading to success, commitment and integrity. It prepares its students to be responsible and compassionate citizens who are equipped with the knowledge, skills, and values they need to succeed in their chosen fields and make a positive impact on society.

Mission

- *To develop human resources in discovering and assimilating knowledge and its application beyond the boundaries of its campus towards social commitment and global vision.*
- *To develop in the students heightened intellectual, cultural, moral, spiritual and human sensitivities.*
- *To ensure personal accompaniment towards self-transformation.*

Aligning Vision with Practice

- Vision and mission are the foundation of institutional governance and leadership.
- NEP principles are actively integrated into the institution's practices.
- Holistic education, innovative methods, and student development reflect NEP's ideals.
- The Management has prepared and follows the Organogram which defines the rights, duties and responsibilities of all stakeholders.
- The policies of the institution are in adherence to Constitutional Values, Gender Equity, Inclusive Environment and are Eco-Friendly.
- Periodic Performance Appraisal, Additional Skill Development, Extension Activities and Infrastructure Augmentation are done according to the established procedures.

Sustained Excellence: Growth with Purpose

- The institution's growth signifies a commitment to nurturing excellence.
- Emphasis on quality education.
- Strategy aligned with empowering students to become leaders and thinkers.

Decentralization and Participation: Inclusive Governance

- Decentralized decision-making empowers stakeholders.
- Participatory governance fosters ownership among faculty, staff, and students.
- Collaboration enhances the learning environment and encourages innovation.

Strategic Perspective Plans: Shaping the Future

- Institutional Perspective Plans are dynamic roadmaps, not mere documents.
- Plans guide the institution in adapting to trends, technologies, and global shifts.
- Core values upheld while evolving to meet changing educational landscapes.

Epitome of Effective Leadership

- Don Bosco College Mampetta excels in governance and leadership practices.
- Vision and mission seamlessly integrated into everyday operations.
- Demonstrates commitment to holistic education, growth, inclusivity, and innovation.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Effective Deployment of Institutional Perspective Plan:

- Aligned with institution's vision and mission for a cohesive approach.
- Thoughtful integration of strategic plans for infrastructure, academics, innovation, co-curricular activities, and placement.
- Supports development in line with long-term goals and aspirations.

Organizational Structure and Governance:

- Well-defined structure aligned with college's vision and mission.
- Documented in college policy for clarity and direction.
- Committees involving stakeholders for efficient management.

- Covers academic, physical, financial, and administrative affairs.
- Adheres to UGC, State, and Affiliating University regulations.

Administrative Excellence:

- Implementation of Governing Body's policies and recommendations.
- Management oversees service rules, recruitment and appraisal.
- Meticulous execution of new programs and policies.
- Effective implementation of Governing Body's policies and recommendations.
- Streamlined execution of new programs, ensuring academic innovation.
- Management's proactive role in promulgating rules and ensuring adherence.
- IQAC, Examination Cell, Admission Cell, Grievance Redressal Cell, Women Development Cell, Anti-Sexual Harassment Cell, Anti-Ragging Committee, Library Council, NSS, Alumni Association, PTMA, Career Guidance and Placement Cell and other committees are the major institutional bodies.

Academic Excellence and Innovation:

- Utilizes contemporary technology for advanced learning.
- Nurtures academic environment with industry-ready skills.
- Emphasis on rural education and holistic development.

Student and Stakeholder Engagement:

- Involvement of all stakeholders in various committees for comprehensive input.
- Engagement in committees addressing academic, physical, financial, and administrative aspects.
- Regular feedback loops through grievance redressal mechanisms and meetings.

Strategic Planning

- Thoughtful execution of strategic plans for infrastructure, academics, innovation, co-curricular, and placement.
- Consistent with institution's vision and mission.
- Drives quality improvements in various areas.

Perspective Plan:

- Guides quality improvements in infrastructure, academics, co-curricular, and extracurricular activities.
- Organized by various bodies and committees.
- Year-end review of plan's outcomes and implementation.

Empowered Faculty and Employees:

- Clear guidelines for teachers' responsibilities, enhancing teaching quality.
- Involvement in academic audits and assessment processes.
- Well-defined rules for employees, fostering a conducive work environment.
- Successful implementation of Institutional Perspective and Strategic Plan.

- Focus on enhancing teaching, learning, and research initiatives.

Examinations and Assessments:

- The examination committee oversees internal and external exams.
- Teachers create lesson plans, question papers and evaluate answer sheets.
- PTMA Meetings once a semester for student progress assessment.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The Institution has been providing effective welfare measures for teaching and non-teaching staff since its inception. The entire faculty enjoys the support and timely assistance of the institution and management to fulfil their personal and academic requirements and thereby work in an atmosphere which is conducive and fruitful. These measures ensure finer employer-employee bonding.

Performance Appraisal System:

- Implemented a comprehensive performance appraisal system for both teaching and non-teaching staff.
- Regular evaluation of staff members' teaching methods and overall effectiveness in their roles.
- Use of objective criteria and metrics to assess performance, fostering a transparent and fair assessment process.
- Feedback from students, peers, and supervisors are taken into consideration during evaluations.
- Performance goals and targets are set collaboratively to align with the institution's mission and objectives.

Effective Welfare Measures:

- Offers a range of employee welfare programs that address physical, mental, and emotional well-being.
- ESI coverage for all staff members, ensuring access to medical care and treatment.
- Wellness programs, including yoga and meditation sessions, to promote mental and emotional well-being.
- Recreational facilities and events to encourage social interactions and build a sense of community among staff.
- Timely and supportive measures for managing work-related stress and personal challenges.

Appraisal:

360 degree appraisal by collectively considering 4 elements that are listed below.

1. **Student feedback** with the frequency **once in every semester for all subjects**.
2. **Self-evaluation report** by collecting details about the workload of the staff and their contributions (roles handled, organizing programs, paper publication, workshops attended, Additional qualifications, etc.) every month.
3. An **appraisal from the HOD** once in an academic year.
4. An **appraisal from the Principal** once in an academic year.

For non-teaching staff feedback is sought from faculty and students every year. A feedback is collected from the entire staff members regarding the performance of the college. The suggestions made are also discussed in the Academic Council. The valid and useful suggestions are selected for further refinement and implementation.

Avenues for Career Development/Progression:

- Provides opportunities for professional development through workshops, seminars, and training

sessions.
- Encourages staff to pursue higher education and advanced degrees by offering study leave and financial support.
- Mentorship programs connecting experienced faculty members with newer staff to guide their career growth.
- Internal job postings and promotions based on merit and demonstrated skills.
- Support for research initiatives, allowing staff to contribute to academic and professional fields.

Don Bosco College Mampetta values continuous improvement and seeks to align staff development with the college's vision and goals. Regular performance reviews facilitate open communication between staff and administration, leading to better collaboration and understanding.

The institution's commitment to career development ensures that employees have opportunities to evolve and grow within their roles.

A holistic approach to staff well-being and career progression contributes to a positive and motivated work culture at Don Bosco College Mampetta.

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

6.3.2

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

Response: 69.16

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	20	0	21	12

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

6.3.3

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

Response: 82.58

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

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

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

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

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

As a self-financing institution, Don Bosco College Mampetta has formulated strategies to source funds for expenses to achieve planned growth and development. Effective financial planning is made to ensure the effective utilization of resources to achieve the intended goals. Budgets and Internal-External financial audits are an on going process in the institution to plan and execute effective collection and allocation of the funds. The Institutional budget is prepared by the Finance Officer and reviewed by the Academic council.

The Sources of income of Don Bosco College Mampetta are as follows:

1.   Collection of fees

2.   Grant from the Sacred Heart Province of Bangalore

3.   Interest on bank deposits

4.   Agricultural income

5.   Income from College Canteen

6.   Income from Fines, Photocopying and so on.

The major uses of the funds are:

1. Staff salary
2. University affiliation fee
3. Auditing fee
4. Expenses for co-curricular and extra- curricular activities
5. Conveyance
6. Electricity
7. Government NOC renewal fee
8. Infrastructure development and maintenance
9. Lab and Library expenses
10. Printing and stationery
11. Promotion and publicity
12. Scholarships
13. Staff welfare activities
14. Telephone and Internet
15. University administration fee

Finance Committee of the Institution

The college has a financial committee to propose the annual budget, evaluate and implement the budget, and foresee expenses.

Accounting Practice

A centralized accounting system is followed in the college. The finance officer is the authorized signatory. Accounts are settled on a monthly basis, and it is mandatory to get the monthly budget approval from the management.

The College has a well-structured, transparent and unique financial management system. The institution regularly conducts internal and external audits for the effective and efficient utilization of financial resources. The finance department as an on going process performs the scrutiny and verification of financial data during the internal audit as per the guidelines from the higher education department and chartered accountant.

The accounts section makes the day-to-day receipts and payments and generates a daily report. This daily report is verified by the finance officer after scrutiny and keeps the details of the financial transactions on behalf of the management.

Audit Practices

The internal audits are performed twice a year in which the auditors of Mathew and Thankachan Co. verify the ledger, receipts and payments statements. Omissions or errors if any, observed during the audit are rectified as per the directions from the accountant. The audit objections, if any, raised in the audit are cleared and a clearance certificate is obtained.

The financial statement is prepared after the close of every financial year. Reconciliation of accounts with the banks is also done to keep the accuracy of cash and bank accounts.

After the closing of the financial year, external audit is made by the team of Provincial Economer

entrusted by the province. The audit reports and certificates are issued by the external auditor after the completion of the audit. These certificates along with the annual financial statements are analysed by the Principal and forwarded to the Management.

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

Response:

The Internal Quality Assurance Cell (IQAC) at Don Bosco College plays a pivotal role in institutionalizing quality assurance strategies and processes across all aspects of the institution. IQAC serves as a driving force for continuous improvement and enhancement of the college's academic and administrative functions.

The Cell has made major contributions to the institutionalization and makes a concerted effort to sustain excellence in order to systematize Quality Assurance across a wide range of institutional activities. Since its start, IQAC has conducted frequent meetings and reviews to advance the teaching-learning process, its structure and operational procedures, and learning outcomes during all faculty meetings.

The IQAC has taken the following initiatives in this regard:

- IQAC conducts periodical meetings, collects feedback from stakeholders and analyse to accomplish enhancements.
- Academic activities are pre-planned and reflected in the Academic Calendar, which is monitored and evaluated by IQAC under the concurrence of the Principal.
- IQAC implements a structured mechanism to review the Teaching-Learning process at regular intervals.
- IQAC has begun to implement collaborative learning pedagogy in order to improve learning by collaborating as a team.
- IQAC sets up goals to attain national rankings.
- Ensures student-centred pedagogy, ICT enabled teaching–learning process and CO/PO attainment.
- Organizes various seminars, workshops, conferences and special lectures, and training program for teaching staff.

- Giving awareness about SWAYAM for students to pursue different courses through online mode.
- Organized career counselling program for students.
- Organized program on Cyber Security for students.
- Academic and administrative audits are conducted to monitor and evaluate the same to Academic, Administrative, and Research activities.

As a result of the aforesaid quality initiatives, the following were achieved:

- Observance of the students' critical thinking, leadership skills and aids in the clarification of concepts through debate and discussion.
- Creation of a dynamic, interactive, and exploratory learning environment.
- Enhancement of students' learning culture and their independent logical and reasonable thinking abilities.
- Placement record, Alumni Entrepreneurs and higher education progress.
- A socially responsible and accountable alumni.
- Functional website.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[View Document](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Don Bosco College Mampetta recognizes the importance of promoting gender equity and creating an inclusive environment for all members of its academic community. Over the last five years, the institution has undertaken significant measures to foster gender equality, empower women, and promote gender sensitization in various aspects of campus life.

The college has documented a policy for gender equity and it follows it faithfully. The college consistently confabs with girl students to find out their conviction and confidence regarding their trust in the college's approach to female gender.

Curricular Integration:

- The affiliated university has integrated gender-related perspectives into its curricula across disciplines to sensitize students to issues related to gender equality, women's rights, and social justice.
- Faculty members incorporate case studies, discussions, and projects that encourage critical thinking about gender-related topics, thereby raising awareness and challenging biases.

Co-Curricular Activities:

- Various clubs and cells like Women Development Cell organizes and actively promotes gender awareness and women empowerment through workshops, seminars, and awareness campaigns.
- The institution organizes events that address gender stereotypes, violence against women, and women's achievements to create a safe space for open dialogue and learning.

Faculty and Staff Training:

- Faculty and staff members undergo regular gender sensitization workshops and training sessions to enhance their understanding of gender issues and their role in promoting a gender-equitable environment.
- Sensitization training focuses on creating an atmosphere of respect, equal opportunities, and zero tolerance for gender-based discrimination.

Facilities for Women on Campus:

- Don Bosco College has taken concrete steps to ensure a safe and inclusive environment for women on campus.
- Separate restrooms cater to the specific needs of women, promoting their comfort and privacy.
- To guarantee the security of the staff and students CCTV cameras are installed in common areas including library, passageways, corridors, seminar halls, computer lab and the whole campus and security staff is deployed in the campus.

Women's Leadership and Participation:

- The institution actively encourages women's participation in leadership roles in student bodies, clubs, and academic committees.
- Guest lectures by accomplished women from various fields provide students with role models and insights into diverse career paths.

Gender-Neutral Language and Communication:

The college promotes the use of gender-neutral language in all communications, reinforcing the principle of inclusivity and respect for all genders.

Community Outreach:

Don Bosco College Mampetta collaborates with local communities to organize workshops and awareness programs on gender equality, women's health, and women's rights, promoting a wider societal change.

Inclusive Policies and Grievance Redressal:

- The institution has established clear and comprehensive policies against gender-based discrimination and harassment.
- A dedicated grievance redressal mechanism ensures that cases of discrimination or harassment are dealt with promptly and fairly.

Continuous Improvement:

- Don Bosco College regularly assesses the effectiveness of its gender equity initiatives through informal feedback from students, faculty, and staff.
- The institution remains committed to making necessary adjustments and improvements to ensure a truly inclusive and gender-sensitive campus environment.

File Description	Document
Upload Additional information	[View Document](#)

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)

7.1.3

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

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

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency	[View Document](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)

7.1.4

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

of citizens (Within 500 words)

Response:

At Don Bosco College Mampetta, fostering an inclusive environment marked by tolerance, harmony, and a deep respect for cultural, regional, linguistic, communal, and socio-economic diversity is of a paramount priority. The institution recognizes its responsibility to sensitize both students and employees about constitutional obligations, values, rights, duties, and responsibilities of citizens.

Promotion of Inclusivity:

- Don Bosco College has developed and implemented policies that explicitly prohibit any form of discrimination or harassment based on cultural, regional, linguistic, communal, or socio-economic backgrounds.
- The institution actively encourages interaction among students from diverse backgrounds through cultural festivals and communal gatherings, fostering an atmosphere of mutual respect and understanding.
- Various departments of the college consistently conduct outreach programs to create compassion towards the marginalised and less fortunate. Visiting orphanages, old age homes, homes for the differently abled and destitute is a regular practice. Students conduct cultural programs for them and encourage them to showcase their talents and dine with them and give them gifts.

Cultural Celebrations and Awareness:

- The college organizes events and celebrations to honour various cultural, linguistic, and regional festivals. This not only educates the campus community but also celebrates the richness of the country's diversity.
- Cultural showcases, traditional attire days, and food festivals serve as platforms for students to share their cultural heritage with peers, promoting cross-cultural awareness.

Guest Lectures and Workshops:

- Regular guest lectures and workshops are conducted by experts on constitutional law, human rights, and social justice. These sessions sensitize students and employees to their constitutional rights and responsibilities as citizens.
- Discussions on tolerance, diversity, and constitutional obligations encourage critical thinking and an informed approach to societal issues.

Constitutional Obligation:

- Don Bosco College wholeheartedly adheres to the constitutional values and instills them into the minds of all its stakeholders. Every student is reminded that he/she enjoys education only because the people of the nation pay for it.
- The institution upholds the constitutional values like justice, liberty, equality, fraternity and human dignity.
- The students are made aware of the fundamental duties and responsibilities of being citizens of India as the college fosters humane values and social responsibility among the students through the activities undertaken by Department Associations and different Clubs like Social Service

Club, NSS, Women Development Cell etc.

Community Engagement:

Don Bosco College Mampetta actively engages with local communities to promote harmony and tolerance. Collaborative projects, community service initiatives, and partnerships with NGOs facilitate interactions that break down stereotypes and promote unity.

Inclusive Curricula:

- The institution strives to integrate diverse perspectives into curricula, thereby fostering an understanding of different cultures, traditions, and histories.
- Curricular contributions include modules that explore social justice, cultural anthropology, and human rights, promoting a comprehensive understanding of the complexities of diversity.

Institutional Policies:

- Don Bosco College's policies reflect its commitment to diversity and inclusivity, guiding the behaviour and interactions of all members of the academic community.
- Harassment and discrimination prevention policies ensure a safe and welcoming environment for all.

File Description	Document
Upload Additional information	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

Breaking Free- A Drug Free Version for Tomorrow

Objectives:

1) Raise awareness about drug abuse and its consequences.

2) Prevent drug misuse through education and skill-building.

3) Provide support and counselling for affected students.

4) Create a responsible and drug-free campus culture.

The Context

College students often experience newfound freedom and independence, which can lead to increased experimentation with drugs and alcohol. Substance abuse poses serious health and safety risks, including physical and mental health problems, impaired decision-making, accidents, and the potential for overdose.

By raising awareness about the risks and consequences of substance abuse, students are better equipped to make informed decisions and resist peer pressure. By instilling values of responsible decision-making and healthy living, colleges can contribute to a drug-free society beyond campus borders.

The Practice

This initiative employs a diverse range of strategies, all aimed at cultivating a drug-free and supportive campus culture.

Awareness Campaigns: Throughout the academic year, regular awareness campaigns are conducted. These campaigns employ dynamic mediums such as posters, workshops, seminars, and interactive sessions. Their primary focus lies in educating students about the severe repercussions of drug abuse. The campaigns underscore the detrimental impact of substance misuse on physical health, mental well-being, academic performance, and future prospects.

Life Skills Workshops: Interactive workshops are thoughtfully designed to foster skill development, nurturing resilience, decision-making abilities, and effective coping mechanisms. These workshops equip students with essential life skills, enabling them to confidently navigate challenging situations. Moreover, they empower students to effectively resist peer pressure associated with substance use.

Peer Education: Trained peer educators play a pivotal role in actively engaging their fellow students. Through this peer-driven approach, awareness about drug abuse prevention is effectively disseminated. These peer educators serve as relatable role models, providing a platform for open discussions on the topic.

Counselling Services: The college is dedicated to providing a secure space for students dealing with substance abuse issues or related challenges. Confidential counselling services, facilitated by trained professionals, offer a non-judgmental and supportive environment.

Evidence of Success

The "Breaking Free" initiative has demonstrated compelling evidence of success:

- The initiative has consistently exceeded its target of conducting awareness campaigns, workshops, and counselling sessions, reaching more than 80% of the student body and in the neighbouring community.
- **Increased Awareness**: Over 90% of surveyed students exhibited improved awareness of the risks and consequences of drug abuse after participating in awareness campaigns and workshops.
- **No Drug Incidents**: No drug-related incidents were reported in the campus. This is testified by

the Excise and Police departments.

- **Peer Influence**: Student feedback highlighted that peer educators positively influenced their decision-making, enabling them to resist drug experimentation.

Problems Encountered and Resources Required

- **Cultural Resistance**: Overcoming cultural stigma surrounding drug abuse required persistent efforts to create an environment conducive to open dialogue.
- **Counselling Capacity**: High demand for counselling services outside the campus necessitated additional resources to enhance accessibility.
- **Resources Required**: Trained Personnel: Qualified counsellors and peer educators.
- **Workshop Facilitation**: Budget to organize workshops and training sessions.

BEST PRACTICE 2

LEAF (**L**et **E**nvironment be an **A**bsolute **F**ulfilment)

The LEAF is an initiative of Don Bosco College Mampetta to promote sustainability, nurturing bonds, and fostering a deeper connection with nature. This innovative practice revolves around gifting plants and saplings on birthdays, encompassing profound objectives and tangible outcomes that set it apart from conventional approaches.

Objectives:

- To cultivate a culture of environmental consciousness and sustainability within the college community. By gifting plants and saplings, it aims to raise awareness about the vital role of plants in maintaining ecological balance and combating climate change.
- To nurture a sense of camaraderie and appreciation for nature among staff, students, and visitors. It envisions the practice as a means to strengthen the communal spirit within the college.
- By setting an example of responsible gifting, it aspires to influence broader societal attitudes towards sustainable practices.

Context:

Amidst growing concerns about climate change and environmental degradation, Don Bosco College Mampetta sought to align its values with impactful actions. The LEAF initiative emerged as an innovative response to these challenges, combining sustainability, community engagement, and meaningful celebrations.

The Practice:

LEAF started its journey with a simple yet powerful concept: gifting green plants to college staff on their birthdays. Accompanying care instructions and information about the ecological benefits of the plants amplified the practice's significance.

As the initiative gained momentum, it naturally extended to students' birthdays. Personalization played a

pivotal role as each student received a sapling tailored to their living circumstances. The gesture of teachers and peers joining in to convey warm wishes added an emotional touch, while students were reminded of their responsibility to nurture nature.

The initiative's impact expanded further, encompassing visiting guests like dignitaries, lecturers, and parents. Gifting a plant or sapling became a symbol of appreciation, reflecting the college's commitment to sustainability.

Evidence of Success:

- **Awareness Enhancement**: The practice ignited conversations about environmental conservation and sustainable living. Recipients engaged in discussions about the pivotal role of plants in addressing environmental challenges.
- **Positive Feedback**: Staff and students praised the eco-friendly approach to birthdays. Gifting plants was admired for its uniqueness and significance, reinforcing the practice's impact.
- **Tangible Environmental Impact**: The initiative contributed to a significant growth in the number of plants and trees on campus and in recipients' homes. This translated into improved air quality and enhanced green spaces.
- **Community Building**: Gifting plants on birthdays fostered unity within the college community. The shared experiences of nurturing plants strengthened interpersonal bonds, enhancing the college's communal spirit.

Challenges and Resource Requirements:

Plant Selection and Care: Selecting diverse plants and providing care guidance required horticultural expertise.

Resource Allocation: Funding and dedicated staff were essential for acquiring and maintaining plants.

Sensitization: Some recipients were unfamiliar with plant care, necessitating awareness campaigns.

Financial Support: Funding for plant procurement and maintenance.

Expert Guidance: Collaboration with horticultural experts for plant selection and care.

Awareness Campaigns: Regular campaigns to educate the community about the initiative's significance.

File Description	Document
Best practices as hosted on the Institutional website	[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:

"The best way to find yourself is to lose yourself in the service of others." - Mahatma Gandhi

Embodying Service and Values for Transformative Impact

In the tranquil setting of Mampetta, a beacon of educational excellence shines brightly - Don Bosco College Mampetta. Amidst its many attributes, two pillars stand out with unwavering prominence: Service and Values. These pillars form the bedrock of the institution's identity. Don Bosco College Mampetta's unique institutional distinctiveness lies in its profound commitment to service-oriented education and the cultivation of ethical values that guide students to become responsible and compassionate global citizens.

SERVICE

Nurturing Hearts of Compassion and Action

Don Bosco College's embodiment of the spirit of service reverberates throughout its history, programs, and initiatives. The institution's dedication to service extends far beyond the walls of the classroom, embracing the community and society at large and we call it as **DB-CARES**. From flood relief efforts to COVID-19 relief activities and a myriad of charity services, the college's students and staff consistently demonstrate a remarkable responsiveness to the needs of the society.

Community Engagement

The college's service-oriented approach to education is manifest in its seamless integration with the community. Through various outreach programs, students and staff immerse themselves in community service activities that address local challenges. This engagement not only enriches the lives of those they serve but also instills in students a sense of social responsibility and empathy.

- **Flood Relief Activities**: During times of adversity, Don Bosco College Mampetta shines as a ray of hope. The college's swift and organized response to flood disasters showcases its proactive commitment to service. By mobilizing resources, volunteers, and relief materials, the institution offers a lifeline to affected communities, embodying its role as a compassionate ally in times of need.
- **COVID Relief Initiatives**: The COVID-19 pandemic underscored the college's dedication to service. Through targeted relief projects, the institution provided essential supplies, medical support, and emotional assistance to those impacted by the crisis. The college's students and staff stepped up as frontline warriors, embodying the values of selflessness and solidarity.

VALUES

The Ethical Compass Guiding Excellence

Ethical values are the compass by which Don Bosco College Mampetta navigates its educational journey. The institution recognizes that academic excellence is incomplete without the cultivation of values that shape students' character and ethical decision-making. These values extend beyond textbooks, fostering a moral foundation that equips graduates to excel not just in their careers but also as responsible citizens. To promote Value-based Learning, the institution has a well-functioning Value Education and Ethics Committee.

Ethical Leadership: Don Bosco College's emphasis on ethical leadership distinguishes it as an institution that nurtures not just skilled professionals but also individuals of integrity. Courses and workshops delve into ethical decision-making, preparing students to navigate complex situations with principled judgment.

Values-Driven Education: In classrooms and corridors, values are seamlessly woven into the fabric of education. The institution's commitment to values-driven education fosters an environment where students learn to balance ambition with **empathy**, competition with **cooperation**, and personal success with s**ocial responsibility**.

Empathy and Respect: Through interactive workshops and community engagement, students learn the values of empathy and respect for diverse perspectives. This inclusive approach prepares graduates to thrive in a globalized world where cultural understanding and open-mindedness are essential.

Holistic Growth: The integration of values within academic and co-curricular activities ensures students' holistic development. Don Bosco College Mampetta envisions education not merely as the acquisition of knowledge but as the cultivation of values that contribute to personal growth and societal well-being.

Synergy of Service and Values: A Harmonious Blend

The distinctiveness of Don Bosco College Mampetta emerges from the harmonious blend of service and values, creating a transformative educational experience. This synergy is evident in the institution's initiatives, policies, and achievements, which all resonate with the ethos of contributing positively to the world.

Fostering Citizenship: The alignment of service and values cultivate responsible citizenship. Graduates emerge not only as proficient professionals but also as socially conscious individuals who actively contribute to the betterment of society.

Empowerment through Values: Values are not just taught; they are experienced. Don Bosco College Mampetta empowers students to live their values through practical application, turning learning into impactful action that benefits communities.

Inspiring Alumni: The institution's distinctive focus on service and values shapes alumni who carry these principles into their professional and personal lives. Graduates become ambassadors of positive change, applying their education to make a tangible impact on society.

Legacy of Don Bosco College Mampetta

Don Bosco College's institutional distinctiveness lies in the power of service and values in education. By nurturing compassionate and values-driven individuals, the institution creates a legacy of ethical

excellence that extends far beyond the classroom walls. Its commitment to service elevates education to a transformative force that not only imparts knowledge but also instills the responsibility to make the world a better place. In a world hungry for ethical leadership and meaningful service, Don Bosco College Mampetta shines as a guiding light, inspiring students to embody values and serve humanity with purpose and integrity.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

Don Bosco College Mampetta places a profound emphasis on imparting value-based education to its students. Rooted in the teachings of Saint John Bosco, our institution strives to cultivate not only academic excellence but also strong moral and ethical values in each student. We believe that education is not limited to textbooks; it encompasses the holistic development of an individual, making them responsible and compassionate citizens of society.

To combat the pervasive issue of drug abuse, we have partnered with the Drug Rehabilitation, Education, and Awareness Mission (DREAM). Together, we have launched comprehensive anti-drug initiatives. Kerala Interstate Migrants Alliance for Transformation (KISMAT) is one of our collaborators in community development activities.

Don Bosco College Mampetta takes great pride in its commitment in providing a well-rounded and inclusive educational environment. One unique and advantageous feature of our campus is the presence of an affiliated Industrial Training Institute (ITI). This integration of ITI facilities into our campus adds substantial value to the educational experience we offer to our students. This encourages collaborative learning between students pursuing different educational paths.

We actively contribute to the betterment of society and the realization of the United Nations Sustainable Development Goals. Our students graduate not only with academic knowledge but also with a strong sense of social responsibility and environmental stewardship, prepared to make a positive impact on the world.

Concluding Remarks :

Don Bosco College Mampetta is a branch of the global Don Bosco Education System with 12 Universities and more than 94 colleges in 133 countries. The College stands as a beacon of education, empowerment, and community engagement in the heart of Mampetta in Kozhikode district. Our commitment to providing quality education, fostering holistic development, and nurturing a culture of inclusivity has not only transformed the lives of our students but also enriched the broader community. As we look to the future, we remain dedicated to our mission of excellence in education, innovation in pedagogy, and a strong sense of social responsibility.

We extend our gratitude to our dedicated faculty, staff, students, and the supportive community that has made our success possible. Together, we will continue to chart a course towards excellence, equipping our students with the knowledge, skills, and values they need to make a positive difference in the world.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
3.4.3	*Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.* 3.4.3.1. **Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
39	5	2	6	8 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
16	5	2	6	8	 Remark : As per the supporting documents provided by HEI
3.5.1	*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.* Answer before DVV Verification : 37 Answer After DVV Verification :37
4.3.2	**Student – Computer ratio (Data for the latest completed academic year)** 4.3.2.1. **Number of computers available for students usage during the latest completed academic year:** Answer before DVV Verification : 65 Answer after DVV Verification: 73
5.1.4	*The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases* 1. **Implementation of guidelines of statutory/regulatory bodies** 2. **Organisation wide awareness and undertakings on policies with zero tolerance** 3. **Mechanisms for submission of online/offline students' grievances** 4. **Timely redressal of the grievances through appropriate committees** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above
5.2.1	**Percentage of placement of outgoing students and students progressing to higher education during the last five years**

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

Answer before DVV Verification:

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
118	127	117	86	89

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
91	109	122	112	76

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
94	35	21	33	28

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
38	21	16	22	21

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations