SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

DON BOSCO COLLEGE (CO-ED)

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Don Bosco College (Co-Ed) (referred as DBCY henceforth) stands tall as a beacon of educational excellence and empowerment on top of a hill in **Tirupattur District, Tamilnadu**. Located at an altitude of 1,110.6 metres above Mean Sea Level and spread across 30 km, the **Yelagiri Hill** is surrounded by orchards, rose-gardens, and green valleys. It is approximately 65 kms from Krishnagiri, 105 kms from Thiruvannamalai, 224 kms from Chennai and 140 kms from Bangalore.

The college is promoted by the **Salesians of Don Bosco,** a religious society founded by **Don Bosco, a great educator** in the nineteenth century. The educational philosophy of Don Bosco, based on reason, religion, and loving kindness, forms the bedrock of the college's pedagogy. DBCY embraces a holistic approach to education, nurturing the intellectual, moral, emotional, and social dimensions of students' lives, while fostering a strong sense of social responsibility. 99% of the beneficiary students hail from economically disadvantaged sections of rural and tribal communities.

DBCY is an outcome of the **Salesian Vision in 1998** that the Information Technology revolution can empower the rural and tribal youth greatly. With the patronage of **Fr Francis Guezou SDB** at Yelagiri Hills, a computer education and training center with software development unit named as **BICS InfoTech** was set up. The aim was to select the best students who are unable to pursue their studies due to economical constraints and give them quality education to place them in the software industry. Along with intense communication and software development training, the students pursued a degree program in computer applications from IGNOU. This institute transformed the lives of more than 1000 young persons in a span of fourteen years.

In **2012**, to further this mission, BICS InfoTech was expanded into **Don Bosco College**. The college's vision remains unchanged, continuing to offer education at nominal fees to students from underprivileged backgrounds. The curriculum is meticulously crafted to not only impart academic knowledge but also to foster character and personality development, thus catalyzing social change among the rural youth.

Vision

A Temple of Higher Education, Nurturing Integrated Individuals Inspired by Gospel Values

Don Bosco College envisions itself as **a sacred space**—a Temple of Higher Education—where knowledge, character, and faith converge. Inspired by Gospel values, the college strives to nurture individuals who are not only academically proficient but also deeply rooted in ethical principles.

Guiding Lights for Transformation as Core Values are:

1. **Primacy for God**: Faith in the Divine permeates every aspect of college life. Students learn to seek wisdom beyond textbooks, recognizing the transcendent dimension of their existence.

2. **Integral Formation**: Holistic education at Don Bosco College extends beyond academics. Intellectual development is complemented by moral and social facets. Students engage in co-curricular activities, community service, and character-building programs.

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3. **Commitment to National Building:** Don Bosco College instills a sense of duty toward the nation. Students are encouraged to actively contribute to national progress by becoming assets in their disciplines and fit for the job market. Civic responsibility, environmental stewardship, and social justice advocacy are integral to their education.

4. **Quality Excellence**: Don Bosco College upholds high standards in education, infrastructure, and services.

Mission

Empower rural youth with qualitative knowledge, practice, and experiences that holistically prepare them for successful career and life. Achieving this mission, the college offers best-in-class programs and services that cater to the holistic development of the students.

Objectives of DBCY to realize its mission for the target youth are:

1. **Academic Excellence:** Offer career-oriented programs and instill life values.

2. **Holistic Formation**: Conduct diverse activities for comprehensive student development.

3. **Agents of Social Transformation:** Encourage students to engage in societal betterment.

4. **Research and Development:** Support research to advance knowledge and solve practical problems.

5. **Partnership for Rural Development:** Partner with entities to improve rural and tribal livelihoods.

6. **Institutional Sustainability and Growth**: Manage resources to sustain and expand educational quality.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. A defined organization structure with statutory bodies, cells and committees for the organic development of the institution.

2. A history of excellence in training students for IT and IT-enabled professions, ensuring placement in numerous organizations.

3. A unique philosophy that combines worldly knowledge with spirituality, providing opportunities for students from marginalized communities to develop themselves as integrated persons.

4. Well-defined processes for the operation and administration of the college, implementing ISO 9001:2015 as the Quality Management System.

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5. A large student strength, mostly from rural underprivileged backgrounds, who are being transformed and empowered.

6. Language skills development based on the LSRW assessment and coaching, providing platforms and forums for students to speak and increase their fluency.

7. Skill development through special industry-required technical courses, bridging the gap between the industry and the university expectations.

8. A healthy work environment that fosters community spirit and unity among staff members.

9. A comprehensive care system for students that includes life-skill programmes, mentoring, counseling, and guidance for their personal and professional growth.

10. A dynamic academic environment with need-based staff training programs, workshops, conferences, internships and seminars.

11. Social commitment and extension work through student participation in youth clubs and Bosco Outreach, addressing social and environmental issues and challenges.

12. A good reputation in the rural community for catering to the needs of the economically disadvantaged and ensuring discipline.

13. Financial support to the needy students through various government, non-governmental and management scholarships.

Institutional Weakness

1. Inadequate language skill development due to lack of cooperation among departments and students' vernacular background.

2. Low participation of students in extracurricular activities due to their family and nutritional issues and psychological problems.

3. Poor performance and low self-esteem of students in higher education due to their lack of aptitude and motivation.

4. Unwillingness of girl-students to work after graduation due to their rural background and parental pressure.

5. Limited financial resources and reserves that constrain the college growth and development.

6. Perceived geographical isolation that hinders the attraction of faculty and students from other states.

7. Constrained time factor that limits the campus activities for the day-scholars.

Institutional Opportunity

1. Leveraging the global presence, network, and experience of Don Bosco Society and its alumni, which span 132 countries and 162 years, for its networking and branding initiatives.

2. Providing technical education to underprivileged youth for the past 22 years, and creating a wide web of alumni who can offer professional help to the current students.

3. Contributing to the development of the rural and tribal region through research, development, and extension activities.

4. Collaborating with Bosco Soft Technology, a software company within the campus, to provide students with practical training in various skills required for their professional careers.

Institutional Challenge

1. Lack of enrolment in under-graduate programs in Mathematics and English due to mindset of the prospects as well in post-graduate programmes.

2. Issues related with affiliation to the parent university particularly in student evaluation.

3. Lack of external funding from the Central and State Government institutions, as a minority, self-financed institution.

4. Misconception among hill students that they can get better quality education elsewhere, leading them to enroll in institutions with high fees in the plains.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- DBCY aligns its curriculum with the UGC's Learning **Outcome-based Curriculum Framework (LOCF)** and follows Thiruvalluvar University's **Choice-Based Credit System (CBCS).**

- Offering **seven undergraduate programs, two postgraduate programs, and a research program** since 2012, the college serves an annual average of 1100 students.

- The curriculum at DBCY integrates a well-defined evaluation pattern, incorporating formative and summative assessments within a semester structure.

- Academic policies, encompassing assessment patterns, value-added courses, internships, and information literacy, are comprehensively outlined in the system manual.

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- Guided by the **Salesian Education Pastoral Plan (SEPP)**, the college seamlessly integrates skill-oriented, co-curricular, extra-curricular and extension activities for holistic student development.

- Departments play a crucial role in curriculum planning, workload distribution, and annual planning, aligning with Program Educational Objectives (PEO), Program Outcomes (PO), Program Specific Outcomes (PSO), and Course Outcomes (CO) approved by the Principal.

- DBCY has introduced **38 add-on/certificate/value-added programs** over the last five years, designed by departments, benefiting 64% of students in professional and vocational courses. Faculty members utilize Learning Management Systems (MOODLE and Google Classroom) and HiGRADE ERP to manage course gradebooks and digital profiles. Each department offers some certificate programs addressing gaps in the curriculum, focusing on professional, vocational, and competitive exam preparation.

- **Community-integrated learning** engages students in experiential projects and community activities through **24 Youth Clubs**.

- In the academic year 2022-2023, **53% of students participated i**n projects and internships.

- The Internal Quality Assurance Cell (IQAC) consistently collects curriculum feedback, leading to annual findings, analysis, action items, and subsequent action taken reports based upon a defined process.

Teaching-learning and Evaluation

- Admission procedures adhere strictly to the guidelines set forth by Thiruvalluvar University and the regulations of the Tamil Nadu state government, ensuring transparency and fairness.

- The Admission Committee oversees this process diligently, conducting home visits, counseling sessions, and providing assistance to prospective students. As a result, the number of admissions has risen from 400 to 430, constituting 75.05% of overall admissions and **90.53% in terms of category-wise admissions**. Additionally, the college maintains a favorable **student-staff ratio of 1:21**

- All activities within the institution are scheduled according to the academic calendar devised by the college council.

- Faculty members employ a variety of interactive and innovative teaching methodologies to engage students effectively.

- The teaching-learning-evaluation process revolves around experiential learning, participative methods, and problem-solving approaches, leveraging ICT tools to enrich the learning experience.

- Course planning follows the Review-Overview-Presentation-Exercises-Summary **(ROPES) model**, ensuring meticulous execution and outcome measurement.

- With 55 full-time teachers and 2 ad-hoc faculty members, 24 of whom hold qualifications such as Ph.D.

or NET/SET, the institution boasts a competent academic workforce.

- A transparent evaluation system is maintained through the oversight of the examination committee and a robust grievance redressal mechanism.

- Adhering to the Choice Based Credit System (CBCS) mandated by Thiruvalluvar University, the college categorizes students into three groups based on their learning levels, providing tailored support through additional exercises, group activities, or remedial teaching as needed.

- Students are encouraged to enroll in online courses through platforms like NPTEL.

- As part of the Teaching-Learning-Evaluation (TLE) process, course outcomes (CO) are defined and correlated with Program Outcomes (PO) and Program Specific Outcomes (PSO), facilitating continuous evaluation and improvement.

- Regular student satisfaction surveys are conducted every six months, enabling the institution to identify areas of strength and areas needing improvement, thus driving continuous enhancement efforts.

Research, Innovations and Extension

Don Bosco College has consistently worked towards creating an ecosystem congenial for promoting research and innovation, aiming towards societal benefit. The College has constituted a Research and Development Committee, in order to facilitate quality research by providing requisite support to faculty.

- DBCY has begun to mobilise research and innovation with a grant from TNCST and ISCA (Chennai Chapter) to conduct training programmes for the tribal community.

- The college has four ancient **Nadukals**, dating back to the 15th century, authenticated by the Department of Archaeology, which showcase the bravery of a warrior and his wives.

- Traditional Tamil culture is transmitted through initiatives like Naduvar Kon Mandram, Thirukkural couplet, Muthamizh Vizha, and Pongal Celebration.

- **Herbal Garden** was established in 2021 to preserve the traditional village medical system and has been enhanced with a training facility and production unit under the TNCST project and has 200+ herbal plants.

- The College created awareness about Intellectual Property Rights (IPR) and encouraged faculty to convert research findings into patents.

- **I-SQUARE lab** promotes ideation and innovation in IoRT applications The novel ideas of IoRT are presented by the students' participants in Hackathons and Ideathons.

- **Entrepreneurship Development Cell (EDC)** organized seminars, extension lectures, and workshops in collaboration with the University.

- Students derived innovative ideas from industrial visits, leading to projects such as Mushroom cultivation and Training programs for 35 girls in tailoring and craftwork.

- Faculty and scholars published 63 research papers, 5 books, and 33 conference proceedings.

- **Bosco Outreach** covered 20 villages, conducting social interventions, audits, and sociograms to identify and solve community problems.

- Operating **12 evening study centers** supporting 241 children from I to std XII.

- Received awards from Christian Medical College for donating 700 units of blood and recognition in the National Intellectual Property Awareness Mission (NIPAM).

- Established collaborations with industries, training institutions, colleges, universities, and research institutions for research and student/faculty training.

Infrastructure and Learning Resources

- The college is situated amidst **greenery in a peaceful environment**. The campus is rainwater harvested and well-planned landscaping provides a perfect picturesque setting.

- It has spacious classrooms with proper ventilation and ambience, closed auditorium, an open-air amphitheater, central library with reading hall and digital resource centre with internet.

- All the **28 classrooms, auditorium, library and IT labs** are well furnished. All classrooms are equipped with green boards.

- Separate staff rooms are available for each department.

- The auditorium is utilized for organizing seminars and conducting departmental association activities.

- The campus is enabled with 24-hour **internet facility**.

- The Library is spacious equipped with complete curriculum based titles, reference books, national and international journals to suit the needs of faculty and students.

- The college has **hostel facilities** for students and staff members, separate quarters for faculty members.

- Canteen and stationery stores are located within the campus to meet requirements of the students.

- The college has provided **adequate campus area for outdoor games** like Basketball, Volleyball, Throw ball, Long jump, High jump, Shuttle and Athletics with a specific campus for outdoor games and sports.

- Students take part in various state and national level sports events and have brought laurels to the institution. Necessary coaching and training is given under the guidance of a physical directress.

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Extended facilities

The institution provides additional facilities to students in the light of the following:

- DBCY operates **9 buses** within the radius of 45 Km covering 14 routes in and around Tirupattur. On an average nearly 40%, that is 400 students benefit from this arrangement. The college steadfastly ensures safety by monitoring and maintaining the vehicles as per Government specifications. Bus facility receives a warm welcome from parents on the outskirts.

- DBCY has provision for **rainwater harvest** to facilitate water conservation in two major ponds.

- **Genset** is available to provide uninterrupted power supply to the advantage of the students.

- **RO Water** Facility is also provided in the college to ensure availability of pure drinking water.

- **Health Care Unit & Centre for Counselling** are made available for the students to provide immediate medical assistance.

Student Support and Progression

DBCY has created a fabric of social inclusion and empowerment, through student-centrism, financial support and welfare measures.

- DBCY provides an average of 76.34% of the students who are benefited by government and non-government scholarships and free ships. There are 4158 students who received financial benefits of Rs. 1,59,13,745 during the last five years.

- The capacity building programs were regularly organized by the institution which covers Soft skills, Language and Communication Skills, Life Skill and Awareness of trends in technology.

- We have instituted an **"English For Life" course** for the students to enhance communication skills by the Communicative English Academy.

- Various soft skill programs which include career guidance are conducted by Placement Cell.

- Each department conducts inter-collegiate and intra-collegiate social and cultural events such as **Bos.Con, ComFest, MEST, Defence Fusion, Bos.Lit, Pi Day** to develop soft skills and technical competency of the student.s

- 3,486 students benefited from coaching for Career Guidance and Competitive Examinations. **64.01%** of the students benefited in the last five years.

- Our institution has implemented a statutory body "Grievance Redressal Committee" for redressal of online and offline student grievances. We have done wide awareness on the policy with zero tolerance.

- 916 outgoing students progressed to higher studies and placement the average percentage being **61.47** in the last five years. Many of the students are placed in Wipro,TCS, IDBI Federal Life Insurance,Skill Excel HR Services, Bosco Soft Technologies, Sureti Insurance Marketing Pvt Ltd, Michael's Academy etc.

- 10 Students have qualified in state/National/International examinations during the assessment year.

- DBCY hosts sports activities as **Annual Sports Meet**, **Fr.Guezou Volleyball Tournament, Cross Country Race,** cultural activities as **"Extravaganza"** every year.

- DBCY has won **88 Awards and recognition** in various sports and cultural competitions at University, State and National levels in the last five years.

- DBCY has a registered **Alumni Association** that contributes significantly to the development of the institution through financial and other academic support services. An amount of Rs.10,20,850/-was donated by the Alumni Association for the student education and for the development of the institution.

Governance, Leadership and Management

- DBCY has a transparent Governance system. The Management Council and College Council of the institution meets on a regular basis to discuss issues related to the overall development of the institution.

- Further the departments along with IQAC ensures holistic development of students as it is emphasized in institutional vision & Mission Statement.

- Decentralization & participative management in both academic and administrative front is effectively practiced.

- The **Institution Perspective Plan** is in deployment for an 8-year time period by identifying the thrust areas and incremental improvements across the institution.

- The college has a conducive working environment with **23 active Committees** ensuring excellence in curricular, co-curricular and extracurricular initiatives.

- Considering the direction given by NEP 2020 and other statutory bodies, the management along with the college council and the faculty take the institution forward with transparency, accountability, shared responsibility and collective decision making.

- The institution conducts an effective & transparent internal and external audit on a periodical & regular basis.

- Resource Mobilization Policy has triggered fund mobilization and E- Governance Policy has led to the implementation of systems namely **HiGrade and Acme.erp** along with a robust college web portal .

- The management adopts effective Welfare Measures for both faculty & Students.

- The **Performance Appraisal System** consists of weekly activity reporting and annual assessment. Daily Activity Reporting (DAR) is reviewed by performance review committee to check the activities planned by each faculty based on annual planning. The annual faculty assessment is based on six parameters: Student Feedback (20),Classroom Observation/Leadership Role Review (20), Monthly WeeklyActivity Report (10), Peer Evaluation (10),HoD/Principal Evaluation (20). Self-Appraisal (20).

- On the Financial Assistance front, a total of 100 faculty members have received financial support for the last five years.

- Professional Development, Faculty Development and Administrative Training Programs are attended by 198 staff members in the last five years.

- The institution has a vibrant IQAC which initiates many innovative practices and organizes quality initiative programs like Outcome based education workshops through collaborations with other Institutions & Professional bodies.

- The IQAC conducts Academic and Administrative Audit, ISO 9001 certification, AISHE & NIRF data submission effectively.

Institutional Values and Best Practices

- DBCY is a transformative educational institution that shapes destinies and inspires hope for a more equitable society. Through enriched training and activities, the college enhances students' confidence and skill sets, preparing them for professional life and instilling social and family values.

- The college educates students and teachers on **gender equity** through its Gender Equality Policy and ensures a safe and secure environment through its Code of Conduct, Physical and Cyber Security System, Anti-ragging Committee, Internal Grievance Cell, and Women Cell. Gender audit is initiated from the current academic year.

- The college is committed to **inclusivity**, providing a barrier-free environment for the differently-abled with ramps, tactile signboards, screen reading software, and human support. It also fosters a culture of inclusiveness by involving all students in social and academic activities through Youth clubs and Movements such as NSS, NCC, and Bosco Scouting.

- **Environmental sustainability** is a key focus, with green campus initiatives like Adarvanam (Miyawaki forest), rainwater harvesting system, use of alternative energy resources, seed ball distribution, and a ban on plastic. The college also promotes digitalization, improving efficiency and reducing human error.

- The **Communicative English Academy** offers best-in-class language training, and the Information Literacy course enhances students' skill levels.

- The college's institutional distinctiveness acts as a **catalyst for social transformation**, particularly for rural and tribal youth. Each year, it lights the path for over 300 students, nurturing leaders who

illuminate their communities and beyond.

- With every graduating batch, the college fosters leaders who carry our legacy forward, illuminating a brighter tomorrow.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Don Bosco College (Co-Ed)
Address	Guezou Nagar, Athanavoor, Yelagiri Hills, Tirupathur Dist
City	Yelagiri Hills
State	Tamil Nadu
Pin	635853
Website	https://dbcyelagiri.edu.in

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	No

Establishment Details

State	University name	Document
Tamil Nadu	Thiruvalluvar University	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
No contents				

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Guezou Nagar, Athanavoor, Yelagiri Hills, Tirupathur Dist	Hill	10.35	18615.5

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	BSc,Computer Science,Computer Science	36	HSC	English	55	55
UG	BCA,Computer Application,Computer Application	36	HSC	English	110	105
UG	BSc,Mathem	36	HSC	English	70	36

	atics,Mathematics					
UG	BCom,Commerce,Computer Application	36	HSC	English	77	71
UG	BA,English, English	36	HSC	English	70	27
UG	BA,Defense And Strategic Studies,Defense And Strategic Studies	36	HSC	English	70	46
UG	BBA,Business Administration,Business Administration	36	HSC	English	70	70
PG	MSc,Computer Science,Computer Science	24	BSC	English	26	13
PG	MA,English, English	24	BA	English	40	7
Doctoral (Ph.D)	PhD or DPhil ,Computer Science,Computer Science	36	MSC	English	5	3

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				55			
Recruited	0	0	0	0	0	0	0	0	37	18	0	55
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				19
Recruited	13	6	0	19
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				4
Recruited	3	1	0	4
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	8	3	0	11
M.Phil.	0	0	0	0	0	0	11	2	0	13
PG	0	0	0	0	0	0	6	4	0	10
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	1	1	0	2
PG	0	0	0	0	0	0	9	8	0	17
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	1	0	0	1
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	244	6	0	0	250
	Female	157	2	0	0	159
	Others	0	0	0	0	0
PG	Male	19	1	0	0	20
	Female	4	0	0	0	4
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	1	0	0	0	1
	Female	2	0	0	0	2
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

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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	23	23	18	29
	Female	15	12	20	18
	Others	0	0	0	0
ST	Male	5	4	4	4
	Female	3	3	2	5
	Others	0	0	0	0
OBC	Male	72	71	75	81
	Female	48	51	42	58
	Others	0	0	0	0
General	Male	44	39	39	48
	Female	26	28	24	30
	Others	0	0	0	0
Others	Male	96	122	92	122
	Female	55	36	53	35
	Others	0	0	0	0
Total		387	389	369	430

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Our vision is to transform into a holistic multidisciplinary institution that goes beyond traditional silos. We aim to integrate humanities, science, and technology (STEM) seamlessly, fostering an environment where students can explore diverse fields. While our focus has historically been on IT-based degree programs, we are expanding our offerings. We have introduced an undergraduate program in defense and strategic studies, catering to the local context. Additionally, we are getting approval for BBA/BCA programs under AICTE regulations, which will enable us to introduce more professional courses, including Hotel Management, Catering Technology, Applied Arts and Crafts and

	Visual Communication. As an affiliated college, we have been bound by the university curriculum. However, we are actively working towards autonomous status to infuse multidisciplinary into every degree program. Autonomy will allow us to design flexible curricula that meet the evolving needs of our students. For instance, we recognize that English literature can benefit from artificial intelligence techniques. By enhancing content development, writing, and publishing skills, we shall empower our students to engage with cutting-edge technologies. Our mathematics department is committed to bridging theory and practice. Students are encouraged to tackle real-time issues from business, society, and education using mathematical principles. In summary, our journey towards multidisciplinary is guided by the NEP's vision of holistic education. We are committed to nurturing well-rounded individuals who can thrive in an interconnected world.
2. Academic bank of credits (ABC):	Being an affiliated college, we implemented Academic bank of credit through the parent university. Every student has a valid APAAR/ABC ID. Students are given awareness on the advantages of ABC ID such as mobility, flexibility in learning and easy credit transfer.
3. Skill development:	Since its inception, Don Bosco College has prioritized skill development for all students. The college offers a comprehensive range of skill courses categorized into four areas: professional, vocational, competitive examinations, and life skills. A dedicated committee oversees course design, updates, and implementation across departments. Communication skills are emphasized year-round through the Communicative English Academy. Additionally, the college provides 38+ distinct value-added courses, enriching students' perspectives beyond their core disciplines. Ecological Sustainability Skills are fostered through initiatives such as waste-to-wealth stations, organic vegetable gardens, Miyawakee forests, herbal gardens, and mushroom cultivation. Furthermore, the IORT Lab offers students opportunities to enhance problem-solving and critical thinking abilities. As part of future plans, the lab will integrate multiple AI technologies, ensuring that AI skills are accessible to all students on campus. Don Bosco College's commitment to holistic skill

	development aligns seamlessly with the NEP's vision of a well-rounded and competent student community.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Don Bosco College recognizes the paramount importance of integrating Indian knowledge systems into its educational fabric. Our commitment to this endeavor is evident through several initiatives. We offer Hindi and Urdu as second language courses alongside Tamil, fostering linguistic diversity and connecting students with their cultural roots. The Tamil department's Naduvarkon Madram plays a pivotal role in promoting Indian traditions. It organizes vibrant celebrations of cultural festivals such as Diwali and Pongal, immersing students in the richness of Indian heritage. Our monthly magazine Thedal provides a platform for literary expression. Students contribute articles, poems, and reflections, engaging in meaningful dialogue and preserving our cultural legacy. Renowned scholars and experts discuss ancient texts, epics, and philosophical treatises. These sessions deepen students' understanding of Indian thought and wisdom. The AYUSH Club promotes herbal gardens, gathering unique medicinal plants from Yelagiri Hills and beyond. A production unit, supported by the Tamilnadu Council for Science and Technology, encourages AYUSH-enabled products. Our college campus preserves four Nadukals from the 15h century, depicting the lives of young men and women on the hills. With autonomy, we aim to introduce fundamental Indian concepts from every discipline into our respective programs. Don Bosco College's holistic approach to Indian knowledge integration aligns seamlessly with the NEP's vision of a culturally enriched and competent student community.
5. Focus on Outcome based education (OBE):	In October 2018, Don Bosco College embarked on an outcome-based approach (OBE) by conducting a two-day faculty development program. This initiative aimed to define and communicate program outcomes, program-specific outcomes, and course outcomes to students. Henceforth, every department adhered to the OBE approach. We began this approach before the university spelled out the outcomes in the curriculum. Currently, the departments discuss the outcomes of the courses and redefine it according to the needs of our students. As an affiliated college, detailed summative assessment scores are not directly

available. To resolve this, a system is developed in consultation with many experts to measure outcomes using university publication results and internal methods such as interviews, surveys, and formative assessments. In the current academic year, internal assessment scores are analyzed question by question. This assessment aligns with NEP principles and evaluates students' course outcomes based on Bloom's Taxonomy. The process is being automated to compute outcomes for student batches or individuals. Faculty members are encouraged to use MOODLE as the learning platform. MOODLE allows specifying and tracking competencies, enhancing student learning experiences. In the near future, attainment of outcomes will be tracked fully using MOODLE and the automated system in HiGrade ERP application of the college. Thus our proactive steps toward OBE and NEP alignment demonstrate its commitment to quality education and continuous improvement.

6. Distance education/online education:	Don Bosco College, an evolution from the IT training center BICS InfoTech, previously offered degree programs in computer applications through the Indira Gandhi National Open University (IGNOU) as a study center. However, since its establishment in 2012 and affiliation with Thiruvalluvar University, the preference shifted toward regular studies, leading to a decline in demand for distance education programs. Leveraging expertise in managing distance education, the institution now intends to offer online diploma and certificate programs. These programs cater to both passed-out students and the general public, covering subjects associated with various departments. Established Cagliero Media Centre to facilitate this transition. The center equips teachers with competencies in developing video lessons. The current focus is on flipped learning, where students engage with content outside the classroom, preparing for deeper in-class discussions. Future Goals: As part of our long-term institutional perspective, we plan to offer online degree programs using cooperative learning methodologies. Departments will soon provide online courses through our learning platform. A hybrid approach will be applied with initial and closure face-to-face meetings that will complement online interactions, ensuring a holistic learning experience. Students will engage with subject

coaches asynchronously and synchronously, fostering active learning. The Technology for Education Committee is actively developing the system model to realize these goals, aligning with the NEP's vision of accessible and quality education.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	ELC was set up in the academic year 2018-2019 as one of the twenty-four clubs in the college.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, the student coordinator is known as President supported by Vice President, Secretary, Join Secretary and Treasurer. The five members team form the executive body of the club, guided by two faculty members as animators and co-animators. Students Monishwaran, Jegatheswaran and Hariharan served as president in the academic years 2021, 2022 and 2023 respectively. The office-bearers organize and lead ELC activities. Assistant Professor G Vasantharani is serving as the animator from the inception of the club, underscoring the faculty's commitment to facilitating and guiding ELC initiatives.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Under the guidance of the staff animator, the ELC embarked on a series of impactful activities. Academic Year 2021-2022: Voter Pledges: Students pledged to exercise their voting rights responsibly and encourage others to do the same. The pledge emphasized the importance of inclusive participation, regardless of social or economic backgrounds. Quiz Competition: An interactive quiz tested students' knowledge of electoral processes, constitutional rights, and ethical voting practices. Participants engaged in healthy competition while deepening their understanding of democratic principles. Drawing Competition: Through art, students expressed their vision of an inclusive and vibrant democracy. Academic Year 2022-2023: Building on the momentum, the ELC continued its voter awareness efforts on January 25, 2022. This year's theme emphasized the significance of individual votes and their collective impact: Awareness Campaigns: ELC members conducted door-to-door campaigns, emphasizing the power of each vote. Posters,

	pamphlets, and social media messages reinforced the slogan "Nothing Like Voting." Interactive Sessions: Workshops and interactive sessions educated students about electoral bonds, campaign financing, and transparency. Students actively discussed ways to promote ethical voting practices. Academic Year 2023-2024: With renewed vigor, the ELC celebrated the World Day of Democracy on September 15, 2023. The theme focused on empowering the youth to actively participate in shaping India's democratic future: Evening Rally: ELC members led a spirited evening rally, marching through the college campus and on the main road till Boat House. Banners, slogans, and music echoed the call for informed and responsible voting. Breaktime Flash Mob: The club members surprised the students with an energetic flash mob during the break time. The performance symbolized unity, diversity, and the vibrancy of our democratic spirit.
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.	ELC has conducted awareness campaigns for the students and public on the importance of voting with flash mobs and rallies. In collaboration with DBSARC (Don Bosco Social Action Research Centre), orientation sessions was conducted for all students in different batches to prepare the students for the forthcoming elections. Furthermore, a survey is done to know the level of understanding of the students.
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.	The Electoral Literacy Club at our college has proactively ensured that all students possess both an Aadhaar card and a voter ID. Six days camp for Aadhar Card was conducted in the campus for the benefit of all students. Recognizing the importance of active participation in the democratic process, we have introduced students to the Voters' Services Portal (VSP), enabling them to apply for voter registration online, correct any errors in their voter details, and even obtain a digital copy of their EPIC (e-EPIC). Additionally, a session was conducted to help students find their polling stations and access details of Booth Level Officers (BLOs) online.

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
1067	1064	1137	1103	1075

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

2 Teachers

2.1

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

Response: 97

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
48	41	45	47	47

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
167.72	185.40	106.87	164.41	161.18

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:

The DBCY curriculum follows the **LOCF of UGC** and the program-specific framework of **Thiruvalluvar University**. The college has offering **seven UG, two PG, and one research program** since 2012 with 1100 students per year. The college adopts the updated curriculum and syllabi for UG and PG programs based on CBCS with formative and summative assessments, following the semester pattern. The **system manua**l has clear policies and procedures for academic activities such as assessment, value-added courses, internships, industry visits, and information literacy.

To provide holistic development, the college adds skill-oriented, co-curricular, extra-curricular, and extension activities as per the program domain, driven by **Salesian Educative Pastoral Plan (SEPP)**. SEPP is a strategic and annual plan of activities formulated by all faculty members and published in the college calendar and handbook along with major curricular activities. SEPP includes national and international events, institutional days, and cultural events.

The departments prepare the **curriculum plan** and workload distribution, which is approved by the Principal to meet PEO/PO/PSO and COs and their mapping in the **course plan and the Program Handbook**. The available resources are planned and managed as per the syllabi with the books and web resources for the allocated hours and credits. The course plan is implemented as per the daily time-table drawn using FET software, over a semester of 90 working days. All course-related documents are compiled as a course book at the department level.

The departments prepare the **department annual plan** based on the NAAC criteria. The Principal and the Governing Body approve the department plans and the annual SEPP.

Faculty use **MOODLE (by Science Faculty) and Google Classroom (by Arts Faculty)** as LMS for learning activities. **HiGRADE ERP** is used to maintain the course gradebook and digital profiles. Gaps in the curriculum are bridged by certificate programs for professional, vocational, and competitive exams, or curriculum enrichment by departments.

Every non-academic activity of the college involving students in external events is regulated by an **event workflow management in HiGrade.**

Based on the annual plans of the college, department, and courses, faculty plan their activities and maintain a **MAR**(Monthly Activity Report). This report is reviewed weekly by the performance review committee. The planning schemes and work products ensure the learning outcomes for every student as per the program choice.

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: 39

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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Other Upload Files	
1	[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: 64.4

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
692	499	354	1077	885

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:

Cross-cutting issues related to Professional Ethics, Gender, Human Values, Environment and Sustainability and competency development are offered by Don Bosco College in **four categories** of:

1. University-curriculum based courses
2. Institutional courses
3. Community-engaged learning
4. Seminars/Webinars/Workshops on International and National Days

An additional hour is dedicated after the regular classes towards these courses.

A. University Curriculum

As per program framework, there are **three mandatory courses** namely Environmental Studies, Value Education and Soft Skills for all students and Human Rights for PG Students. Each programme has some courses which discuss social, economical, civil and management issues.

B. Institution Curriculum

DBCY offers **five value-added courses at the institution level.**

- Every undergraduate student chooses Professional Ethics for one hour per week in both the semesters with structured evaluation pattern and the top performers are awarded on College Day.
- **Don Bosco Cares for Common Home(DBCCH)** offers two courses namely Waste management and Mushroom cultivation
- **Women Cell** offers a course in Basic Tailoring & Embroidery for girls
- **DBMusic Club** offers a three-hours per week course on Musical Appreciation.

- **Information Literacy** is offered for all students by every department association in every semester to gain knowledge of issues and trends with the specific subject domain.

C . Community Engaged Learning

At Don Bosco College, we believe that learning is not limited to the classroom, but extends to the community and the world. That is why we offer our students the opportunity to join one of the twenty-three clubs that promote global, national or local issues of significance. Each club upholds a dimension of life such as sports, social, voluntarism, spirituality, ecology, fine arts and more. Through these clubs, students can develop their skills, interests, values and personality in an integral way.

The clubs also organize programmes in the neighborhood where students can interact with the local people, understand their needs and challenges, and contribute to their well-being and development. These programmes are guided by the staff representatives who act as animators for each club. The vision, mission and goal setting of the clubs are revisited every year, based on the feedback and evaluation of the members and the animators.

The methodology for the club meetings is as follows:

- Begin with an open sharing among members of their life experience.
- Examine the sharing in the light of time-tested principles and laws of the society and nature.
- Go beyond the immediate causes and motives which pretend to justify certain injustices.
- Take strong decisions which members try to live out as individuals and collectively.

D. Seminars/Webinars/Workshops/National and International Days:

Students gain awareness on current issues with the events organized in collaboration with NGOs such as SURABI, DBSARC and DB Green Alliance: Some of the events are;

- Workshop on "My Body, My Rights" for three days
- International Day for the Elimination of Violence against Women
- Women's Day
- World Water Day
- World Population Day
- Environment Day
- Forest Day
- Oceans Day
- Pongal
- Farmers Day
- Road Safety

Thus the curriculum is enriched to understand and experience on-going national and international issues and possible solutions.

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: 53.05

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

Response: 566

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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 74.92

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
430	369	389	387	400

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

2022-23	2021-22	2020-21	2019-20	2018-19
588	528	518	506	496

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

2.1.2

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

Response: 74.29

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
352	306	321	317	331

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
486	426	426	426	426

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 22.23

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 **pedagogy of DBCY** ensures the attainment of learning outcomes through diversified student-centric teaching and learning methods which include experiential, participatory and problem-solving methods. All these methods make use of ICT tools in different grades according to the requirements and available resources for every program with appropriate training for stakeholders involved.

Student-centric learning is implemented with ICT tools, events, activities, partnerships, pedagogy beyond classroom and project-based learning, which are grouped.

Experiential learning

- The **Laboratory sessions and field work** twice a week for all students enable them to apply theoretical concepts to identify and solve real-time problems.
- The students' **industrial visits, field trips, and internships** help students to know the industry and work culture and knowledge to become an Entrepreneur
- The **Communicative English Lab** is conducted once a week per hour to improve Listening, Speaking, Reading, and writing (LSRW) Skills along with pronunciation and assessment using the British Council's English Score Test done every semester, enabling the students to communicate effectively and confidently.

Participatory learning

- **The Review Overview Presentation Exercise Summary (ROPES) Model** assists the teachers in preparing lesson plans which leads to participatory methods like group discussions, forums, debates, brainstorming sessions, workshops, seminars, and role plays to develop real-world skills.
- The students are organizing **seminars, workshops and guest lectures** which prepare them to work with teams, and develop leadership qualities, planning, event management, presentation skills and community interactions beyond the curriculum.

Problem-solving method

- Students use **iSquareLab as a tool** to acquire problem-solving skills with simulated environment experience while working with **IoRT devices.**
- **Individual projects** for final year students, case studies, software development, debugging, and brain-storming activities, in a specific simulated environment or real-time, are used to develop students' problem solving skills within and beyond the curriculum

ICT Tools

ICT tools are adopted to ensure learning with effective teaching-learning practices. The tools and purposes are

- **MOODLE (Science)/Google Classroom (Arts)** used as a LMS supports faculty and students.
- Regular contact hours are driven by presentations using ICT-enabled classrooms.
- **A dedicated Education YouTube channel** run by the college/ faculty member is subscribed by both faculty and students to enhance learning.
- **Google Workspace for Education** is used to communicate and collaborate among the faculty

and students

- Every faculty member creates at least **one video lesson for a course** using specialized tools like **Canvas, Filmore and Graphic editors at Cagliero Media Centre** to provide a flipped learning experience, for content development and effective teaching-learning pedagogy in the digital era.
- Online platforms such as **Massive Open Online Courses(MOOCs)** on platforms like **NPTEL, SWAYAM, COURSERA, and SPOKEN TUTORIAL provide students beyond the classroom learning experience as per their desires.**

It has been observed that the application of a variety of student-centric teaching methods as shown in the supporting document has ensured the attainment of learning according to the program chosen. The student-centric approach and practices have contributed to the enhancement of our placement records from 62% in 2018 to an impressive 77% in 2023, in various industries.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 89.76

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
54	51	50	50	49

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

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last

five years (consider only highest degree for count)

Response: 45.18

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
24	25	27	15	12

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 awarded by UGC recognized universities	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

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

Internal Assessment(CIE-1,2 & Model Exam): The schedule for Internal Assessment is published in the College Calendar and Handbook. The Controller of Examinations prepares and circulates a timetable for every CIE test. Question papers prepared by course-teachers, undergo scrutiny by the Head or a Senior Faculty Member. Question Papers are of 50 marks for CIE-1 & 2 and 75 marks for Model Exam. Teachers provide the feedback along with corrected answer sheets within a week to the students. To ensure accuracy and transparency in the internal assessment scores are entered in the HiGrade portal where students can see their results.

External Assessment(University Examinations): University Examinations schedule is shared among

all students and those who are eligible are permitted to appear for the examination for the registered courses which includes core, elective and skilled-based. Question Papers and Answer Booklets from the University reach the college before 3-4 days of the start of the examinations. Question Papers are of 75 marks. Each course is marked on 100 (75 External Marks and 25 Internal Marks (20 marks from CIE 1,2 & Model and 5 marks from Assignments)). The university follows a systematic process for paper evaluation, involving the selection of approved staff members. After approval from the Principal, staff members evaluate papers. After evaluation, the University releases the result galley for all candidates in the subjects they appeared for in the respective semester. A copy of the same is sent to the principal by mail. This mail is in turn distributed to all departments and the head of the department shares the results with the students.

The detailed mechanism for both Internal and External Assessments is defined in the **Student Evaluation System Manual**.

Grievance Redressal: The Examination System incorporates mechanisms to address and resolve legitimate grievances raised by concerned candidates. These matters will be resolved in accordance with the rules and regulations established by the College/University. Following Formative Assessment (CIE-1,2 & Model Exam), grievances may arise due to total mistakes, unassessed answers, and exam absences. Course Faculty addresses these grievances within 24/48 hours of time by re-evaluating answer scripts or conducting re-examinations, and subsequently, recording the marks in HiGrade portal. Concerned action items are addressed in the college council meeting and corrective measures are taken. In Summative Assessment (University Examination), grievances may relate to out-of-syllabus questions, result discrepancies, and certificate issues. Students may apply for re-evaluation, and the re-evaluation results are then published in the TVU Web Portal. The final marks are subsequently entered in Higrade. Various other university-related grievances include profile data correction, issuance of duplicate hall tickets, result withholding, and issues with marksheets, provisional certificates, and degree certificates. These grievances are resolved through communication with the University within 10-15 days depending upon the dates specified by the University.

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 college adopts the university prescribed programmatic outcomes and reforms them as per the college objectives in line with **LOCF(Learning Outcome-based curriculum Framework)**. The derived POs

and COs are mapped with the program objectives inline with the institutional vision and mission.

All faculty members were introduced to outcome-based education in 2018. The departments defined the programme and programme specific outcomes for every programme. The exercise was continued at the respective department level aligned with the LOCF of UGC and is available in the programme handbook. As the University revises the syllabus and gives inputs on outcomes for both the program/courses, the faculty reassess and update the Programme/Programme Specific Outcomes and Course outcomes if needed.

At the start of the academic year, faculty members of every department discuss the efficacy of PO/PSO/CO for every programme, assessment methods and implementation at the department and institution level based on the attainment of previous academic years. An orientation is conducted for all students, with the Department Head briefing them on the programme and its specific outcomes. The Webmaster ensures that the POs and PSOs of every programme are updated on the college website. The Department Head ensures that the POs/PSOs are displayed on the department noticeboard too.

When a teacher undertakes a course at the beginning of the semester, he/she develops **course plans** connecting course objectives and outcomes. The course teachers present the course plan to the students linking COs with the POs. Students are given an orientation on Bloom's Taxonomy levels so that they are aware of acquiring higher order thinking skills and able to apply the concepts studied in every course to real time projects or case studies.

POs and COs are printed in the **programme handbook** from 2020, circulated to the students, a copy is maintained in the library and displayed on the college website.

IQAC has developed a **manual for Outcome-based Education** and attainment computation, which is adhered to by all faculty members. An orientation is provided for all faculty members about the policies and procedures of the college to implement OBE. Outcomes are measured and recommended for necessary changes.

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 programme outcomes attainment is computed by the aggregate calculation of the attainment of course outcomes, which are offered to various levels of students from the same programme. The PO-CO

mapping of the programme aided to integrate the attainment of the specific batches.

The institution makes sure that these outcomes are aligned with each other and with the assessment and teaching methods. This alignment process starts with defining POs and PSOs, which are then linked with COs in the curriculum, creating a Course Correlation Matrix.

The **Course Correlation Matrix** depicts how COs and POs are related, and making computation of the attainment easier. The process involves finding keywords from POs/PSOs that match each CO and giving correlation levels using a three-point scale. By mapping these keywords and checking their relevances and attainment, the alignment between course objectives and program goals is organized and complete.

The **achievement of program and course outcomes** is measured through **three components** namely

1. **Direct method** which includes the scores of continuous assessments and final exams of all courses.
2. **Indirect methods** which include placement interviews, offer letters, higher studies, entrepreneurship, and competitive exams or government/public sector jobs and
3. **Exit surveys.**

In both theory and lab courses, faculty measure course outcome attainment by 75% from final exam results and the remaining 25% from formative assessment. The outcome attainment results in checking the level of competency of the learner and guides to prepare the necessary corrective measures.

Indirect assessment methods include exit surveys, tracking placements after graduation, and reviewing the pros and cons of extra courses on completion of the degree program. Average attainment is calculated with the equal weightage of exit survey and placement/progression to higher studies.

The overall attainment is calculated using a scoring function: 80% from direct assessment methods and 20% from indirect methods.

Steps for the final program and course outcome computation:

1. Give a maximum score of 3 to passing students.
2. Total credit is the total number of students times the maximum score.
3. Total attainment is the total number of students times the maximum pass score.
4. Calculate the average contribution of each CO to every PO or PSO.
5. Calculate the attainment for each final course outcome by averaging COs linked to POs and PSOs.
6. Calculate batch attainment by averaging final outcomes of all courses.
7. 80% of the score comes from direct assessment, while 20% comes from exit surveys and placement data.

The attainment calculation aims to find gaps between expected outcomes and the college curriculum, student support system and teaching learning processes. Corrective actions are taken based on attainment levels to improve the higher education services.

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: 86.35

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
218	324	356	334	255

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
327	353	357	339	346

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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.71

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

Online student satisfaction survey regarding teaching learning process

Response: 3.71

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: 3.4

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
3	0	0	0.4	0.2

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

The college identified the regional resources which exhibit the traditional values collected from various initiatives. These initiatives are collaborative work/projects by the department, students and local community which leads to preserving the traditional practices of the tribals at Yelagiri Hills, Tamil culture, herbal plants for alternate therapies. The DBCY initiatives and projects are for the development of the knowledge system which reflects the Indian culture and heritage.

Indian Knowledge System (IKS)

1. **Nadukals** are carved stones in remembrance of the ancestors of Yelagiri Hills. Four nadukals are preserved with its background dating back to the 15th Century of Vijayanagara dynasty in the campus authenticated by the Dept of Archaeology, Central Govt. Stones predict the bravery of a young man who fought in a war along with his wives.

2. The traditional tamil culture and uniqueness are transmitted to the students with various initiatives such as **Naduvar Kon Mandram, Thirukkural couplet**, Annual event of **Muthamizh Vizha** and **Pongal Celebration**, **Thedal** and **Puthaga Payanam.**

3. To preserve the traditional village medical system which is practised in the neighbourhood of Yelagiri Hills by the tribal community, **Herbal Garden** initiated in 2021 and training being provided under TNCST project of SC/ST Cell Training has an impact on preserving 200 herbal plants. Saplings are collected from various villages.

INTELLECTUAL PROPERTY RIGHTS (IPR)

The college created awareness about IPR and encouraged the faculty/researchers to convert as patents of their research findings. There are three workshops organized in IPR to great awarerness among the society and students.

DBCY has a **patent** as a research Publication.

INSTITUTION'S INNOVATION COUNCIL (IIC)

1. IIC (ID: IC202325080) under MOE is established.

2. Faculty representatives attended the IIC Regional Meet 2023 at Chennai, and presented a poster presentation.

3. I-SQUARE lab promotes ideation and innovation in IoRT applications

4. The novel ideas of IoRT are presented by the Students participants in Hackathons and Ideathons.

ENTREPRENEURSHIP DEVELOPMENT CELL (EDC)

The college provides an orientation to become an entrepreneur and mentor the students to establish their firms highly focusing on converting an idea into a product.

The promotion initiatives are

- EDC conducts seminars, extension lectures, and workshops every year in association with the University.

- The students are securing the innovative ideas from their final year industrial visit and helping to understand the business process models for their establishments. As a result cultivation of Mushroom projects established 20 Kg of mushrooms is produced every month and distributed among the faculty and hotels in season.

- To encourage the self sustainable women empowerment initiative 30 girls students are trained in tailoring and craft work in collaboration with tailoring unit. With the support of MSME and EDII through Matha Education Trust, 35 girls received a special training in tailoring and craftworks and produced 50 bags.

- **Model market:**The college gives training to the students to do handcraft things like bottle art, plastic to plant and sell in the market.

- **Herbal products:** The ingredients which are received from the herbal garden are converted as herbal medicine with help of solar dryer and industrial mixer.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for 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: 73

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
11	27	22	7	7

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: 0.09

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
4	5	0	0	0

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

3.3.2

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: 0.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	4	00	00

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

- **Bosco Outreach** is the social reach-out program of DBCY since 2012, covering 20 villages. The seven departments visit the villages and do social interventions. Social audits and sociograms are done in every village to identify and solve the problems with the people.

- **12 Evening study centers** are orgnized at Yelagiri Hills where 241 children from std I to std XII benefit. The centers provide academic and recreational support to the children.

- Drug awareness program organized in collaboration with Tamilnadu Police Dept. by **DB Music Club**.

- World No Tobacco Awareness Rally, Government Hospital Visitation, and Freedom Run 3.0, Hosted Annual Training Camp of NCC at DBCY Campus with 250 students from other institutions were organized by **National Cadet Corps (NCC).**

- Every year Martyrs Day and Peace Week, are organized to convey unity and peace in the neighborhood conducted by **Gandhi Peace Club.**

- Blood Donation Camps, AIDS Fundraising Rallies, and AIDS Awareness- Street Play: Human Chain. periodically conducted by the **Red Ribbon Club.**

- International Human Rights Day, Street Play, and Meeting Tribal People in the rural tribal village organized by the **AICUF** club to Promote Social responsibilities among the students.

- Electoral rights, Electoral Awareness, and International World Day of Democracy are celebrated by the **Electoral Literacy Club** every year.

- Online Camps, Post Office Schemes-out, Neighborhood Drives, Philately Exhibitions, and oration competitions, Organized by **Small saving Club.**

- Digital Payment Literacy with Tata Consultancy Services and celebrated Millet's Day at Tirupattur district collector office, organized by **Citizen Consumer Club** in 2022, demonstrating the community's commitment to millet cultivation and consumption.

- World Transport Day and Yelagiri Clean Drive, organized by **Bosco Volunteers** highlight community engagement in the year 2022.

- Every year DBCY Students visit the Government school in Yelagiri Hills to celebrate World Literacy Day through the **Literacy Club.**

- Students visited Old Age Home such as Nesam and distributed bedsheets. Increased empathy and support for the elderly, and improved living conditions for seniors conducted by **Paati Thatha Club.**

- The campus contains an herbal Garden that sells medicinal herbal plants to tourists on weekends through the **Ayush Club.**

- Cleaning Drive, Awareness program on Earth Day, and International Forest Day and Initiated a seven-day camp in Nilavoor with the people to improve cleanliness organized by the **NSS** in the year 2022.

- water conservation campaign and competition conducted to Maintain Swachh clean hills. The **Clean Hills club** collaborated with Madras Christian College and Yelagiri Panchayath in the year-2022

- Covid-19 Vaccination Drive, Anti-Tobacco Awareness, Dental Treatment Campaign, and conducted by **Youth Red Cross** in 2021.

- Blood donation camps, visits to old age homes, dental and eye camps, road safety rallies, and women's football tournaments conducted by the **Rotaract Club.**

- Every year Fr. Guezou Memorial Football and Volleyball Tournaments, TUV-Inter Divisional Kabaddi, Chess Men, and Cross-Country Races for the youth of Yelagiri Hills are organized by the **Sports Club** of DBCY.

These extension activities have created a positive impact in the neighborhood community and sensitized the students to social issues for their holistic development in the last five years.

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 has received **awards and recognitions for its excellent extension and outreach activities** for social welfare and community development. The institution is dedicated to creating socially responsible individuals, as shown by its impact, appreciated by government and other organizations.

1. Nature Science Foundation has given awards to the Faculty of DBCY in various fields such as:
   - **Best Secretary award** to Rev. Dr. Bosco Augustine SDB for Excellent Leadership & Co-ordination.
   - **Best Principal award** to Rev. Dr. Thaddeus S SDB for Excellent Leadership and academic success vision.
   - **Life Time Achievement Award** to Dr. Rajendran V for Meritorious Service as Professor for rural youth.
   - **Best Green Initiator Award** to Mr. Sam Surya S for outstanding performance in Green initiative activities.
   - **Best Women Faculty Award** to Mrs. Jayamary A for academic excellence and contribution in teaching and learning processes to the tribal youth.
   - **Best Social Worker Award** to Mr. Valan P for outstanding performance in social service activities.
   - **Best Green Campus Worker Award** to Mr. Antonyraj S for outstanding performance in Greenery initiatives.
2. **Honorary Doctorate in Information Technology** to Dr. Thaddeus S SDB from Global Human Peace University for innovative methods in Technology for Rural Development.
3. The Institution got 5 Awards and individual 6 **Awards received from Christian Medical College**, Vellore for 700 units of blood donated in following years-(2018-2024)
4. **Best Teacher award** by Rotary Club to Dr. A. Jayamary for 25 years of service for Tribal and rural youth education.
5. Government Hospital Tirupattur, Awarded DBCY for conducting Blood Donation Camp in the campus by Red Ribbon Club in the year 2021.
6. Govt of India, Awarded DBCY for active participation in **National Intellectual Property Awareness Mission (NIPAM)** on the 75th anniversary of independence under Azadi ka Amrit Mahotsav.
7. **Department of Service and Technology, India** awarded Rs. 3,00,000 to DBCY through **Indian Science Congress Association(ISCA), Chennai Chapter** for National Workshop on "Sustainable Tribal Empowerment at Yelagiri Hills".
8. Students, Mr.Peter Paul Raj and Mr. Aravind De Selva received **Voluntary Blood Donation award** by Tamil Nadu State Aids Control Society & Tami Nadu State Blood Transfusion Council.

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: 31

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
12	10	4	3	2

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

3.5 Collaboration

3.5.1

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

Response: 04

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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The institution has a spacious and well-maintained campus area with **six academic blocks**, each equipped with a Wi-Fi facility. The academic blocks are: **Guezou Memorial, Arivagam, Don Bosco, Guezou Illam, BICS Infotech, and BICS Silver Jubilee**. The total area of our campus is **10.35 acres.**

The institution has **28 classrooms**, of which 23 are for the UG level,4 are for PG level, and one is for the research level. 18 classrooms have LCD projectors, Wi-Fi access, green boards, and notice boards. All classrooms have LED lighting. The classrooms are spacious and well-ventilated, providing a conducive environment for teaching and learning.

The institution has **three multipurpose halls, namely Jubilee Hall, Examination Hall, and Savio Hall**, with a seating capacity of 600, 300, and 1200 respectively. The halls are used for conducting examinations, seminars, workshops, cultural events, and other activities. The halls are equipped with audiovisual facilities, LCD projectors, podiums, and sound systems.

The institution has an **air-conditioned conference hall** with a seating capacity of 75. The conference hall is used for holding meetings, presentations, and discussions. The conference hall has an audio/video facility, podium, white and green board, and ceiling-mounted LCD projector.

The institution has **independent faculty rooms for each department,** with workstations, printers, notice boards, internet facilities, UPS connections, and restrooms. The faculty rooms provide a comfortable and convenient space for the faculty members to prepare their lectures, conduct research, and interact with students and colleagues.

Guezou Computing Centre, provides computing facilities to the students. The centre has the following facilities.

- **Four computing labs** with 226 workstations of different configurations.
- **Digital lab** with 20 workstations to fulfil academic requirements particularly for information access.
- **IoRT Lab** with 2000+ IOT components for students to do robotic programming.
- **Cagliero Multimedia Centre** with two high-end workstations, one LED TV, and recording components with advanced editing tools to publish video lessons, academic and non-academic

programs, and events.

The institution has a well-equipped library, named **Arivagam**, with a space of **6242.2 sq ft.**

The institution has **facilities for sports, cultural activities, yoga, and gymnasium.** The institution has indoor and outdoor games facilities, such as basketball, football, handball, kho-kho, volleyball, cricket, kabaddi, tennikoit, badminton, table tennis, and chess. The institution spent Rs 10.66 lakhs on sports and games during the last five years. The institution has a gymnasium with 1260 sq ft area and 45 fitness equipment. The gymnasium is used by 50+ students per day. The institution also promotes yoga and celebrates the International Yoga Day on June 21 every year.

Also **spirituality center, a health care center, canteens, guest house, staff quarters, a counseling center, R O drinking water unit, 9 buses for commutation, digital payment, an automatic bell system, powerhouse, solar light, solar power plant, UPS, fire extinguisher, CCTV surveillance, restrooms, incinerators, campus security, biometric device, RFID readers, herbal garden, amphitheater, waste management, executive boardroom and, music instruments** are available. The institution ensures the safety, security, hygiene, and environment of the campus and its stakeholders.

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: 34.9

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
17.92	76.29	50.54	71.10	58.33

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

The **library** of the institution known as Arivagam is organized under **five components of printed library, digital library, media gallery, virtual museum, and knowledge bank.** It is automated using an Integrated Library Management System (ILMS) called CEETLE (Computer-Enabled Environment for Teaching, Learning and Evaluation).

CEETLE is a bundle of software tools that include:

- **E-BLIS:** A library management system that automates the entire printed library with modules such as bibliographic data of books, circulation, serial control, OPAC, acquisition, media resources maintenance, and binder.E-Blis updated with latest version of 2.0.84.
- **DSpace:** A digital repository that manages 20,000+ ebooks and institutional resources such as study materials, references, previous years' question papers, students' projects/dissertations, etc.
- **InflibNet** and Shodganga: E-subscription platforms that provide access to scholarly publications and research papers.
- **PiWigo:** A photo gallery that showcases the events and activities of the college maintaining the media gallery.
- **SWAYAM, TutorialPoint, and W3Schools:** Digital learning websites that offer online courses and tutorials on various subjects and skills.
- The library is equipped with **UGC-recommended and recognized E-Resources** such as such as DELNET, IEEE, and ACM, which provides individual access to the faculty and students to a wide range of databases, journals, books, and articles. The library subscribes to **28 journals and 17 magazines** annually.

Furthermore:

- **Library Advisory Committee** with a representative for each Department is active , who recommend the purchase of books and subscription of journals based on the needs and feedback of the users.
- The users can access these e-resources in-house or remotely by using their login ID and password. The digital library has 20 internet-enabled computer systems. The library is equipped with a plug-in facility for laptops.
- It is a well-equipped library with a good collection of books and optimum reading space. The books are classified according to the Dewey Decimal Classification and the racks are tagged with the DDC class numbers for easy access.
- The College has a dedicated annual budget for library as an outcome worth of 7.90 lakhs on books and journals during the last five years. currently, the library has a total of 8872 books, which are well arranged within the library.
- To attract the students' readers the library also displays magazines and newspapers on the shelves for the users.
- On an average, around 200 students are visiting per day to the library for academic purposes. The library also conducts library hours once a week for all classes to increase library usage. The **library footfall** percentage was 20% in the past academic year and the target is to increase it to 30%.
- The library also initiates the **Best Library User Award**, which recognizes the top three students and faculty who use the library on College Day.
- DBCY is a **member of the National Digital Library Club** and conducts an event every month to enable the students to access the library.

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:

- The institution frequently updates its IT facilities as per the **IT facility policy** and provides sufficient bandwidth for an internet connection to support the ICT-based training of all programs of study.
- The management collects the ICT requirements of every department at the end of an academic year, reviews them by the **T4E committee**, allocates the budget, and fulfills them before the next

academic year.
- The system update and maintenance are done before the beginning of every semester.
- **Data backup** is taken once a week and maintained in the backup server.
- The **access to labs** is regulated using RFID-enabled ID cards.
- The **complaint register, the service register, and the stock register** are kept and verified for students and staff separately.

The present IT infrastructure of the institution is as follows:

#	Name	Specification	Qty	Purpose
1	Server	Xenon Core 8, 32 GB RAM, 1+1 Hdd	5	Sharing Computer Languages to students
2	Workstation	i5,i7,i9 Core 2 duo, pentium 4	249	Lab (23 for office usage)
3	Software	Open Source C, C++, Java, Python, Shell Programmings, Open Office,	226	Students Practice
4	Network Devices	Wifi Access Points	38	Internet Access throughout the campus
5	LCD Projectors	BenQ 536 with 2500 Lumens	23	Teaching Aids
6	Power System	Genset 100 KV+125 KV	1	Power Backup
7	CCTV Camera	HiVision Day/Night Mode	40	24/7 surveillance

The institution has **six fiber optic internet connections of 420 MBPS bandwidth** from Railwire, a local network service provider on the hills.

- The campus wifi network is established using **36 wifi access points,** providing internet access in the six major blocks of the college. The students use wifi for learning activities, while the faculty use wifi for content preparation, LMS management, and administrative work.

The institution has the following **IT facilities for teaching, learning, and evaluation:**

- **IoRT Lab:** It has 2000+ IOT components for all students to do robotic programming and improve problem-solving skills.
- **IT Tools:** Higrade, College Web portal, and ACME ERP are actualized using cloud infrastructure with the support of Bosco Soft Technologies.
- **CEETLE:** It bundles many useful software packages for students and faculty, such as library management systems, digital repositories, access to e-resources, and photo galleries.
- **Cagliero Multimedia Centre:** It is equipped with two high-end systems featuring advanced editing software, recording equipment, and effective editing tools, providing the ability to create, customize, and disseminate digital media content for academics.

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: 4.85

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

Response: 220

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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 18.64

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

2022-23	2021-22	2020-21	2019-20	2018-19
34.11	41.70	19.53	20.88	30.25

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 76.35

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
723	996	698	1024	717

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

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 64.01

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
950	711	430	355	1040

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: A. All 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](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 61.6

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
185	238	166	160	167

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
218	324	356	334	255

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

5.2.2

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

Response: 1.75

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
2	3	3	2	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	**View Document**
Institutional data in the prescribed format	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**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: 35

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
16	6	0	12	1

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 21.4

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
34	26	14	12	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:

The **Association of Past Pupils of Don Bosco**, Yelagiri Hills is **a registered society** (Registration NO: /Tirupathur/98/2023) for the alumni of Don Bosco College, Yelagiri Hills. All the students who graduate from the college become members of the association after the registration. Each department has a faculty representative to coordinate alumni activities. These faculty members are part of the **Alumni Committee** of the College, led by an Alumni Coordinator. The Alumni Coordinator holds quarterly meetings to review the alumni engagement activities. Office-bearers of the alumni association join the meetings as needed. Each department communicates with the alumni using WhatsApp groups and email as needed. The committee ensures the alumni's continuous participation in academic and other support activities. The **Annual Alumni Meet** is on the first Sunday of February, where each department invites the alumni. At least 150 alumni attend this meeting.

ACADEMIC SUPPORT

The alumni association supports the academic activities of the institution in various ways, such as:

- Participating as guest lecturers.
- Involving in organizing seminars, workshops, and guest lectures.
- Involving on and off campus in the Career Guidance Programme.
- Guiding and suggesting in facilitating and framing a syllabus in PE/VE courses.
- Involving in extension activities.
- Involving in the Certification course (for CSA departments).
- Contributing books to the Arivagam (College Library).
- Involving and giving inputs in IQAC.

NON-ACADEMIC SUPPORT

The alumni association supports the non-academic activities of the institution in various ways, such as:

- Donating learning materials for the students.
- Providing development support for the department's website.
- Guiding the final year students on their career path by giving references.
- Giving invited talks and being chief guests in cultural and sports activities.
- Contributing to the college building and canteens.

- Participating in common gatherings at college events.
- Donating saplings and trees for Herbal Garden.

ALUMNI GET-TOGETHER

Alumni meet and reunions help to maintain an active alumni network. The get-together encourages them to be involved and support the institution's growth. These include:

- Get-together by Batch.
- Alumni meet by department.
- Common alumni meet.
- Online alumni get-together.

INSTITUTION ENGAGEMENT WITH ALUMNI

The institution assists alumni in all possible ways to support their careers, such as:

- Asking Alumni Preferences for Organizing a College Job Fair.
- Allowing the use of college academic facilities, such as the Aivagam, GCC lab, IOT Lab, etc.
- Giving the Active Alumni Award to those who are active and support the department.
- Following best practices for encouraging the alumni to participate in department events.
- Receiving alumni support from Commerce Department for the Residential Home for the Children on the Hills.

FINANCIAL CONTRIBUTIONS

The Alumni Association donated **Rs.10,20,850/-** for student education and the institution's development for the last five years.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for 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, Yelagiri Hills is committed to aligning its vision, mission, and objectives with the NEP 2020 goals and values. Furthermore, it is part of the global network of Don Bosco Education institutions governed by policies at the institutional, provincial, national and global level.

NEP Implementation

- DBCY offers 60+ professional, vocational and competitive examination courses towards **skill development**.
- Students have valid **NAD/ABC-ID** and can use the Academic Bank of Credit facility.
- To enable the teachers to implement the NEP 2020 effectively, they undergo periodic training for at least ten days in an academic year.
- **99%** of the students come from disadvantaged and diverse backgrounds. The institution offers **scholarships** based on criteria like learn and earn, merit and social category. It provides counseling, mentoring, career guidance, extracurricular activities, and student clubs to boost confidence and employability.
- To improve the quality of education, DBCY has developed a **robust digital infrastructure** using software packages like HiGrade, Acme.erp, E-BLIS, DSpace and Google Workspace.
- Set up the **Cagliero Multimedia Centre** to support the creation of online and digital content.
- **Collaboration Cell** facilitates partnerships and linkages with other educational institutions, industry, government, and civil society organizations to create opportunities for mutual learning, sharing, and cooperation. This includes initiating joint programs, projects, research, internships, placements, and community service.

Sustained Institutional Growth

- The management seeks institutional growth by introducing **new programmes of study** based on the local need. **Defence and Strategic Studies** was introduced in 2022. **B.Sc Mathematics (with Computer Applications)** is being introduced in the new academic year as there is more demand for ICT-based disciplines.
- Infrastructure is developed with specific projects of the South Indian Salesian Society or with alumni contribution.
- Initiative is taken to bring BBA/BCA programmes under AICTE regulations.

Decentralization

- The **Secretary** liaisons with the governing body and government agencies.
- The **management council**, a standing committee of the governing body, meets monthly to strategize.
- A **core team handles financial administration** under the Principal and Secretary. College officials share academic and administrative responsibilities.
- **Heads of the Departments** run the academic departments.
- Faculty members are **coordinators** of various centers.
    - Arivagam (Library)
    - Guezou Computing Center
    - Communicative English Academy
    - Cagliero Multimedia Center
    - DB-CCH
    - BICS InfoTech
    - Zatti Counseling Center
    - Bakhita Tailoring Unit
    - Francis Guezou Foundation
- The **organization chart** gives the holistic view of decentralization in the campus.

Participatory Governance

- The **College Council** meets weekly to discuss operational aspects and take collective decisions.
- There are **23 functional committees** to address specific dimensions in conducting the total education programme.
    - Finance
    - Internal Quality Assurance Cell
    - Admission
    - Examination
    - Scholarship
    - Student Welfare
    - Women Cell
    - Library Advisory
    - Career guidance & Placement Cell
    - Grievance Redressal
    - Alumni
    - Media and Publication
    - Performance Review
    - Technology for Education
    - Campus Language
    - Professional and Vocational Education
    - Extension Activities
    - Green Campus
    - Hostels
    - Facilities Management
    - Anti-Ragging Cell
    - Entrepreneurship Development Cell
    - Research and Publication

Considering the direction given by NEP 2020 and other statutory bodies, the Don Bosco College

management along with the college council and the faculty take the institution forward with transparency, accountability, shared responsibility and collective decision making.

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:

Don Bosco College's **institutional perspective plan** is a testament to its strategic foresight and commitment to educational excellence. The plan is made for a **period of eight years between 2022 and 2030**, having short-term and long-term goals covering key aspects namely

1. Academic excellence.
2. Student-centric activities.
3. Extension and outreach.
4. Faculty development.
5. Infrastructure development.
6. Financial sustainability.

It is being executed year by year, steering the institution towards its mission of empowering rural and tribal youth. The plan is reviewed at the governance level by the management council and implemented by the college council with specific responsibilities assigned to various functional committees..

Strategic Deployment and Innovations

- Recent realizations include the application for NAAC accreditation, reflecting the institution's commitment to quality.
- New Bachelor's degree programs in Defence and Strategic Studies, and B.Sc Mathematics with Computer Applications, to increase student enrolment and to attract a diverse student body.

Infrastructure Development

- A **new building for additional classrooms** is being constructed, accommodating the growing number of students in B.A (Defence) and facilitating a conducive learning environment.

Institutional Councils and Committees

- The establishment of the **Institution Innovation Council** fosters an ecosystem of creativity and entrepreneurship.
- **Redefining program outcomes** has ensured that the curriculum remains aligned with industry standards and student aspirations.
- The college's registration with **AICTE for BBA/BCA programs** showcases its adherence to regulatory standards and its commitment to offering professionally oriented courses.

Community Engagement and Research Initiatives

- Don Bosco College has undertaken projects with TNCST and is actively working with ISCA (Chennai Chapter), enhancing its research profile and community impact.
- The application for Unnat Bharat Abhiyan is a step towards integrating rural development projects into the curriculum, providing students with hands-on experience in social initiatives.

Financial Reforms and Digital Transformation

- The establishment of the **Fundtree software platform** represents an innovative approach to fundraising.
- The college has introduced incentives for specific contributions of the faculty, fostering a culture of recognition and motivation.
- The integration of **Learning Management Systems (LMS)** has improved academic performance and student engagement.

Effective Policies and Procedures

- The policies are crafted with precision, ensuring they align with the institution's vision and the broader goals of higher education.
- Procedures at Don Bosco College are robust and streamlined. From admissions to graduation, every process is designed to be student-centric, ensuring that learners receive the support they need to succeed. The procedures are regularly reviewed and updated, guaranteeing that they remain relevant and effective.

Efficient Administrative Setup

- With clearly defined roles and responsibilities, the administration operates like a well-oiled machine.
- Various committees underscore the institution's commitment to meritocracy and inclusivity.

Employee Service Rules

- The college's appointment and service rules reflect its dedication to fairness and transparency. The rules are comprehensive, covering aspects from professional development to ethical conduct, fostering an environment where staff can thrive professionally while upholding the college's values.
- Recruitment processes are stringent, ensuring that only the most qualified and passionate educators join the faculty.

Thus the institution perspective plan enables the college to attain educational excellence, realizing tangible outcomes in every academic year.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[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: B. 3 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:

Don Bosco College values staff well-being and development for academic and institutional excellence. It has a **performance appraisal System, Staff Welfare Measures, and Career Development opportunities** to create a supportive environment, motivate professionals, and ensure quality education.

Performance Appraisal System

The Performance Appraisal System consists of weekly activity reporting and annual assessment.

Daily Activity Reporting (DAR) is reviewed by a committee to check the activities planned by each faculty based on annual planning.

The annual **faculty assessment** is based on six parameters:

1. Student Feedback (20 Marks) with a questionnaire on teaching effectiveness.
2. Classroom Observation/Leadership Role Review (20 Marks) by management and experts with an assessment form.
3. Monthly WeeklyActivity Report (10 Marks) on all academic and administrative activities.
4. Peer Evaluation (10 Marks) at the department level.
5. HoD/Principal Evaluation (20 Marks).
6. Self-Appraisal (20 Marks) with a summary of contributions or achievements.

A Cumulative Score Sheet gives the total performance of all faculty.

Staff Welfare Measures

The Staff Welfare Measures aim to enhance staff well-being and community.

1. **Staff Welfare Association** has office bearers from teaching and non-teaching staff for two years. The team facilitates participation in family events and arranges benefits during festivals, Christmas, marriage, and death.
2. **Need-based loan** is provided to staff, to be paid back in ten months.
3. **Employees' Provident Fund** is implemented for all.
4. **Subsidized Housing Quarters** provide affordable and quality housing.
5. **Annual Faculty Tours** and retreats for relaxation and rejuvenation.
6. **Refreshment in the morning and evening** in the College Canteen at no-cost.
7. **Educational Aid for Children** of non-teaching staff to pay tuition fee of one or two children.
8. **Gratuity for faculty and staff** who leave after serving 10 years.

Career Development/Progression

Career Development/Progression opportunities are crucial for staff growth and institutional progress.

1. Faculty are encouraged to participate in **Faculty Development and Career Development Programmes**, with 12 days of On-Duty per year.
2. Faculty are exhorted to complete a minimum of **one NPTEL course** per cycle.
3. **Financial Assistance and Incentives** for paper publications, the Best Moodler, Best Language Teacher, attending FDP programmes and conferences.
4. Faculty are supported to **pursue doctoral degrees**, related degree programmes and research

consultancy activities. The college issues NOCs to support these endeavors and provides leave of absence when needed.

5. Faculty are supported financially to undertake courses in advanced technologies to equip themselves to impart the knowledge and skills to the students.

In conclusion, Don Bosco College's dedication to staff development is evident through its Performance Appraisal System, Staff Welfare Measures, and Career Development opportunities. These initiatives create a positive and supportive work environment, motivate professionals, and ensure quality education. By investing in its faculty, the institution sustains excellence and propels progress in education, ensuring a dynamic and thriving educational landscape.

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: 33.33

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
13	17	26	17	3

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: 54.23

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
35	35	41	38	37

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
23	23	23	23	23

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:

Don Bosco College (Co-Ed), nestled amidst the tranquil Yelagiri Hills, operates as a self-financing institution, embodying a commitment to fiscal prudence and innovation. Its revenue streams are diversified, extending beyond conventional tuition fees and encompassing:

1. Tuition fees
2. Local contributions
3. Support from the alumni
4. Income generated from facility rentals
5. CSR support from industries and government projects

This diversification strategy ensures financial resilience and sustainability. Notably, the institution provides facilities for prestigious **government examinations** like NEET and TRB, underscoring its dedication to academic excellence and community service. Additionally, Don Bosco College procured **projects under the SC/ST Cell from the Tamil Nadu Council for Science and Technology,** exemplified by initiatives such as developing herbal garden for a sum of Rs. 2,00,000, dairy farming for a sum of Rs. 2,00,000 and Desktop Publishing training for a sum of Rs. 2,00,000/.

Private companies such as Johnson Lifts, Anabond, Sheenlac and Nerolac contribute under Corporate Social Responsibility, supporting endeavors such as building renovations and providing resources for waste management and scholarships. Further bolstering its financial foundation, the college receives support from **non-government organizations** like Integrated Village Development Project (IVDP)-Krishnagiri, facilitating scholarships for students.

Alumni engagement is pivotal, with former students contributing scholarships, library resources, and fundraising efforts for various projects. A structured approach, utilizing **FundTree software,** identifies influential alumni as ambassadors who mobilize donations for noble causes, fostering a culture of philanthropy and community involvement. FundTree is an integrated software solution designed in-house to streamline and optimize the process of fundraising and donor management for the college. Developed with a focus on efficiency, transparency, and donor engagement, FundTree offers a comprehensive suite of features tailored to meet the specific needs of fundraising campaigns and donor relations of Don Bosco College.

Underpinning these efforts is a robust financial governance structure overseen by the **Finance Committee**, comprising key stakeholders such as

1. Secretary
2. Principal
3. Administrator
4. Vice Principals
5. Dean: Student Welfare
6. Accountant

The committee prepares the budget proposal for the college taking into consideration possible income and expected expenditures. The budget covers allotment of funds for various departments and evaluates the general financial management

The institution upholds rigorous accounting practices.

- The accountant prepares the list of payments to be done on a daily basis as pay-note,
- It is verified by the Vice Principal:Admin
- Reviewed by Principal and then the Administrator
- Finally approved by the Secretary.

This **payment tracking system** controls and regulates every expenditure. Financial accounting is done using **Acme.erp software**. These practices instill confidence among stakeholders and facilitate informed decision-making, ensuring that financial resources are utilized judiciously to advance the institution's mission and objectives.

The institution's commitment to financial integrity is further underscored by regular internal and external audits. Internal audits scrutinize financial processes, identifying areas for enhancement, while external audits conducted by independent firms validate compliance with regulatory standards and financial probity.

Don Bosco College exemplifies holistic financial management, emphasizing transparency, diverse revenue, and prudent principles. This fosters innovation, sustains operations, and ensures resources optimize education, upholding responsible stewardship.

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:

IQAC-DBCY focuses on quality assurance through few significant activities such as on Academic Audit, Curriculum Feedback, Performance Appraisal, conduct of workshops and seminars and establishing processes.

Two Practices institutionalized as a result of IQAC initiatives are:

1. Academic Audit

Academic audit is conducted in the institution by an internal expert committee (AAC: Academic Audit Committee) constituted by the Principal. The academic audit team meets every department to review the academic process with documents. The committee also meets the teaching and Non- teaching staff to confirm the students' feedback and any other issues of the academic process.

The academic audit focuses on:

- Assuring quality of learning process
- Determining desired learning outcomes
- Assessing course content and curriculum
- Assessing teaching and learning process
- Implementing quality education
- Student assessment and evaluation

The academic audit is based on

- Annual Reports of the Departments
- Annual Quality Assurance Report AQAR of the institution
- Feedback from stakeholders
- Visits to Departments
- Presentation of Achievements by the Departments

The Internal Quality Assurance Cell of Don Bosco College, Yelagiri Hills performs following tasks on

regular basis:

1. **Improvement in quality of teaching and research** by regular inputs to all concerned based on feedback from students.
2. Providing inputs for **best practices in administration** for efficient resource utilization and better services to students and staff.
3. Providing inputs for **Academic and Administrative Audit** and analysis of results for improvement in areas found weak.

Students and staff give their feedback and suggestion on teaching and administrative performance by dropping their views in the Suggestion Box located in College Office, or through email to the Coordinator, IQAC at iqac@dbcyelagiri.edu.in.

TQM Framework

DBCY (Don Bosco College, Yelagiri Hills) has put in place **Total Quality Management** in its education system based on the following four cardinal objectives:

1. Innovation
2. Creativity
3. Initiative
4. Excellence

2. Feedback System

The college has adopted a feedback system that takes suggestions from stakeholders of each program about the teaching, research and infrastructure. This eventually helps to fine –tune teaching- learning process and curriculum. Student feedback is taken for every course in each semester to provide objective information to the faculty for self-appraisal, self- improvement & development. The College cannot change the curriculum as it is designed by the University, but can make efforts and improvements to successfully impart it. Also Value Added Courses are introduced as part of curriculum to teach life skills. With this purpose in mind the suggestions given in feedback by students from various departments are studied and IQAC makes an action plan to be implemented in the coming session.

Regular Feedbacks are

1. Students Satisfaction survey.
2. Faculty satisfaction survey.
3. Course Teacher Evaluation.

Evidence of Success

Evidence of the tremendous success of DBCY's value-based and quality education is through the following:

1. Positive feedback on this aspect from all stakeholders
2. Internal Audit Reports
3. Award of ISO 9001:2015 certification

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

File Description	Document
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](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

DBCY has a well-defined gender equity policy and actively implements it through various measures. Here are the key points highlighting DBCY's efforts in promoting gender equity:

1. **Student Welfare Committee and Women Cell**
   - **Student Welfare Committee** coordinated by Dean:Student Welfare addresses any grievance related to gender equity.
   - As gender equity is highly respected in the campus, there is no major issue to be addressed.
   - Although the committees for anti-ragging and sexual harassment of women exist, there are no serious issues raised up to be addressed.
2. **Awareness Programs**
   - SURABI conducts regular orientation sessions on **"My Body, My Rights"** for female students.
   - Seminars on the **"International Day for the Elimination of Violence against Women"** raise awareness about potential risks and how to address them.
   - **Women's Day Celebrations** include flash mobs, expert talks, and assemblies emphasizing commitment to gender equity.
3. **Safety and Security**
   - A comprehensive **CCTV surveillance system** covers the entire campus.
   - **Security personnel** are deployed at all entrances, ensuring round-the-clock safety.
4. **Counseling and Support**
   - The **Zatti Counseling Center** provides dedicated counseling services for gender-related issues.
   - **Collaborating with Niraivagam**, the Psychological Counseling Service center, group counseling and workshops are conducted.
5. **Training and Development**
   - The **Women Cell** organizes a variety of programs that focus on health, hygiene, safety, and the empowerment of women.
   - An **annual induction program** introduces women students to campus facilities and programs to be well-informed and comfortable in their new environment.
   - **SURABI** conducts workshops in Chennai for the professional development of the faculty.
   - **Collaborating with IVDP**, a week-long course in Mehndi & Bridal Makeup is done.
6. **Scholarships and Financial Aid**
   - DBCY provides **scholarships** to deserving students, particularly economically

disadvantaged women, through the Fr Francis Guezou Foundation.

- Hill students receive free **commuting services.**
- **Midday meals** are provided to day-scholar students who cannot bring food from home.

7. **Inclusive Facilities**

- DBCY offers **35 dedicated restrooms** for girls,equipped with two sanitary vending machines to promote hygiene.
- A **sick room** is available for girls to rest during illness.
- The campus features a **common garden area** known as Amphitheatre. This space provides a comfortable and relaxing environment for leisure activities.
- **Separate canteen and drinking water areas** are specifically designated for girls.
- DBCY provides separate hostels for boys and girls. These hostels ensure comfortable living spaces.
- An **annexure for lady faculty members** enhances the overall inclusivity and well-being of the academic community.

8. **Gender Audit**

- DBCY conducts regular **gender audits**.
- The findings of the first audit revealed **higher satisfaction among girls and women faculty regarding gender equity.**
- Additional facilities for restrooms and improved canteen snacks for girls were promptly addressed.
- While students expressed concerns about rigorous disciplinary rules, the auditors emphasized their importance for holistic student development.

9. **Promotion of Participation**

- DBCY encourages equal participation in cultural, sports, and extracurricular activities for both boys and girls.
- While more boys show interest in sports, cultural, and extracurricular activities, DBCY strives for inclusivity.

Thus, DBCY actively fosters an environment where gender equity is not just a policy but a lived reality.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for 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](#)
Provide Links for any other relevant document to support the claim (if any)	[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](#)
Certificates of the awards received from recognized agency (if any).	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

Institutional Efforts for an Inclusive Environment

Don Bosco College Yelagiri Hills (DBCY) is dedicated to fostering an inclusive environment that respects and promotes diversity in cultural, regional, linguistic, and socioeconomic backgrounds. Our academic and administrative activities are designed to embrace this diversity, with the aim of nurturing an inclusive mindset among youth, contributing to societal and national prosperity.

Location and Diversity

- Situated on Yelagiri Hills, Tamil Nadu, DBCY is an **abode of diversity**, welcoming students and staff from various districts and states, including Karnataka and Manipur.
- The college respects diversity by addressing the specific needs of every group. As students from Manipur can not travel back for every holiday, extra care is taken to provide them boarding, lodging and special training.
- **Safety and facilities for the girl students** are addressed separately.

Cultural Celebrations

- DBCY celebrates cultural festivals like **Diwali, Ayudha Pooja, Christmas and Pongal** with great enthusiasm, highlighting our commitment to cultural diversity.
- Departments host a variety of cultural events and inter-collegiate fests like **Extravaganza, MEST, BOSLIT, COMFEST, FUSION, BOS.CON, and PI DAY**, promoting multicultural engagement.

Constitutional Awareness.

- The **Electoral Literacy** conducts regular sessions on constitutional awareness, guiding our students to become responsible citizens who understand and uphold the values enshrined in our Constitution.
- **The Citizen Consumer and AICUF clubs** also raise awareness about consumer rights, human rights, and the Indian Constitution.
- Celebration of **Independence Day and Republic Day** organized by NCC are moments to uphold the glorious strata of our nation.

Value Education

- Through **Value Education and Ethics courses**, the college empowers students to understand their duties and values as citizens.

Tolerance and Harmony

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- The **Discipline Committee and Anti-ragging Cell** uphold tolerance and harmony on campus, ensuring fair treatment for all students.
- **Gandhi Peach Club** promotes the values of Mahatma Gandhi and conducts Martyrs Day and Peace Rally every year. Language Inclusion.
- The curriculum provides opportunities for the students to chooseTamil, Hindi, Urdu and French as second languages reflecting linguistic diversity.

Cultural Integration

- **NSS residential camps** blend different cultures and practices.
- **Hostel facilities** encourage cultural exchange among students. Socioeconomic Inclusivity.
- Our **scholarship programs and financial aids** are tailored to support students from economically disadvantaged backgrounds, ensuring equal opportunities for all.
- The **Students Welfare Cell and Women Cell** ensure equal opportunities for all, regardless of caste, language, religion, region, or culture.

Community Outreach

- Extension activities like **BOSCO OUTREACH and NSS camps** facilitate community service and engagement.

Employee Sensitization

- Based on the **Salesian Educative Pastoral Plan** which is annually revised with the involvement of faculty and the management, orientation sessions are conducted to deepen understanding of social issues, fostering an environment of respect and equality.
- Teachers are rightfully honored on **Teachers Day** by the students bringing out the importance of the teaching community.

These initiatives collectively contribute to an inclusive environment at DBCY,fostering tolerance, harmony, and diversity.

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

1. Title of the Practice: **Communicative English Academy (CEA)**

2. Objective of the Practice

- To assess and improve students' English language skills in grammar, vocabulary, listening, and speaking using the **British Council** English Score App.
- To create an immersive learning experience for language development using small group activities, diverse materials, and linguaphone sessions in the **Language Lab and English for Life course for the freshers.**
- To cultivate an English-speaking environment in the college using a **token system, Language Counseling, and to practice reading every morning** before the assembly.

3. Context

Don Bosco College aims to uplift the rural and disadvantaged youth by offering them quality higher education and employability skills. The college caters to 99% of students from poor backgrounds who lack global exposure. The college attracts students from Northern Tamilnadu who aspire to follow the success stories of their alumni who benefited from this institution. The college emphasizes English language proficiency as a key soft skill for the global job market. The college established Communicative English Academy (CEA) to help students improve their language skills with customized support.

Two Major Contexts of CEA:

- Providing Global Competency: CEA prepares every student ready for the job market by boosting their confidence and communication skills as first-generation graduates.
- Addressing Tamil Medium Students: CEA helps to overcome language barriers and improve language skills for Tamil medium students to succeed in academic and professional domains.

4. Practice

English for Life

- First-year undergraduate English course.
- 15-day bridge course plus weekly 3-hour sessions.
- Focus on vocabulary, sentence structure, and pronunciation.

Communicative English Lab

- Weekly interactive sessions.
- Activities include speeches, discussions, and reading.
- Aims to boost communication skills for academic and practical use.

Language Counseling

- Token system to encourage English use on campus.

- One-on-one counseling for language improvement.

English Proficiency Assessment Test

- Biannual test over three years.
- Uses British Council app for assessment.
- Encourages continuous language skill development.

Language Card System

- Monitors and corrects language use in departments.
- Involves class teachers and students in reporting.
- Fines for infractions to maintain language standards.

5. Evidence of Success

- **Increased Enrollment:** CEA has consistently witnessed 100% enrollment over the years in programs of study connected with the job market such as BCA, B.Sc(CS), B.Com(CA) and BBA.
- **Improvement in Language Competency:** Based on quantitative data analysis, students' academic performance and assessment results from the English Scores British Council App indicate a notable improvement in their language proficiency levels from A1/A2 in the first semester to B1/B2 in the final semester.
- **Students' feedback and endorsements emphasize** how the curriculum has improved their self-assurance, communication abilities, and overall success.

6. Problems Encountered

- **Diversity in Language Proficiency:** Challenges arise due to significant language proficiency differences, particularly when combining students from different academic years.
- **Limited Exposure to English:** Enforcing the system is challenging due to students' limited English exposure outside designated sessions.
- **Linguistic Weakness Identification:** Lack of clarity in the linguistic identification process poses challenges for students

7. Resources Required

- **Faculty:** Adequate staffing of qualified faculty members and support staff to facilitate curriculum development, assessments, and mentoring sessions.
- **Infrastructure:** Well-equipped classrooms, language labs, and technological resources to facilitate effective teaching and learning.
- **Assessment Tools:** Access to standardized assessment tools and platforms such as the English Score British Council App for conducting regular language Assessments.

Best Practice 2

1. Title of the Practice: Information Literacy

2. Objective of the Practice:

- To promote students' ability to independently locate, evaluate, and use information from a variety of sources.
- To improve learners' ability in defining needs, selecting strategies, using databases, and managing information in academic or professional fields.
- To differentiate and compare newspapers, magazines, and journals to develop students' skills in identifying scope, authority, and currency early in the course.

3. The Context

- The best practice is **initiated at three levels: Junior, Senior, and Expert,** where students are divided into groups, fostering proficiency in navigating the vast landscape.
- **Major contexts of Information Literacy**
  - **Junior Level:** For the Students of first Semester, study fundamental topics of the concerned discipline, to get better in identifying and comprehending information.
  - **Senior Level:** For Students in later semesters, study domains are predefined. Specific topics for each domain are decided at the beginning of the semester, which aligns with their academic and professional requirements.
  - **Experts:** Industry experts, from Bosco Soft Technologies Pvt Ltd, provide tech-talks as part of Corporate Social Responsibility, enhancing practical relevance in information literacy by engaging with industry, notably alumni, bridging academic and industry needs.

4. The Practice

- **Technical Report**
  - Student groups are assigned topics at the start of the academic year, utilizing net sources via Moodle. Following peer review and Coordinator assessment, groups present insights in the association.
- **Association Meeting**
  - By compiling the best technical reports, each group is permitted to participate in the seminar and make a substantial contribution, by preparing an abstract of the seminar. The students' progress is ensured in seminars and tech shows.
- **Technical Presentation**
  - Each group prepares a PowerPoint presentation considering a specific case for the project. The presentation, along with supporting documents is evaluated by an external review committee and updated on the Information Literacy Assessment Sheet.

5. Evidence of success

Departments organize association seminars to boost students' academic and professional competence. Each department conducts about 15 seminars yearly. Enhanced information literacy skills lead to impressive reports and presentations, evaluated rigorously by peers and external committees for skill improvement.

6. Problems Encountered

Access limitations and technical challenges, such as connectivity issues and digital tool unfamiliarity,

hindered online research and platform usage. Collaboration suffered due to conflicting schedules and work styles among group members, impacting teamwork. Ensuring fair assessment standards across diverse projects posed challenges during peer reviews and external assessments.

7. Resources Required

For effective Information Literacy, key resources include user-friendly online platforms like Moodle for collaboration and assignment submission. Reliable technical support resolves issues, while training workshops boost proficiency. Industry expert involvement adds practical relevance through real-world insights.

File Description	Document	
Best practices as hosted on the Institutional website	[View Document](#)	
Any other relevant information	[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:

Origin

In the year 1998, the **Salesians of Don Bosco** envisioned that the Information Technology revolution can empower the rural and tribal youth significantly. It was our conviction that if a child from an economically disadvantaged family gets into the IT industry, the entire family can prosper. Based on this, with the patronage of **Fr Francis Guezou SDB** at Yelagiri Hills, a computer education and training center with software development unit named as **BICS InfoTech** was set up at Don Bosco Centre here. The aim was to select the best students who are unable to pursue their studies due to economical constraints and give them quality education to place them in the software industry. Along with intense communication and software development training, the students pursued a degree program in computer applications from Indira Gandhi National Open University. This institute transformed the lives of more than **1000 young persons** in the span of fourteen years.

In 2012, to further this mission, BICS InfoTech was expanded into **Don Bosco College**, offering formal degrees in Computer Science, Computer Applications, and Commerce. The college's vision remained unchanged, continuing to offer education at nominal fees to students from underprivileged backgrounds. The curriculum is meticulously crafted to not only impart academic knowledge but also to foster character and personality development, thus catalyzing social change among the rural youth. The college's distinct performance is a testament to its commitment to transforming lives through education

and skill development.

The processes and strategies aligned with the mission that help the deserving youth to access this institution, the curriculum structure and delivery that shapes the character and enables job placement is the distinctive hallmark of DBCY.

The key processes and implementation are described below.

1. Equity and Accessibility in Enrolment

To provide access and equity to the rural and tribal population, the management and faculty representatives form recruitment teams to identify target students for the college through a rigorous selection process of bootcamps, interviews and selection. **For the hostellers, bootcamps** are conducted in selected rural locations such as Thiruvannamalai, Gedilam, Sundampatti, Mathagondapalli, and Hosur. These boot camps serve as platforms for the prospective students to gather, learn about educational opportunities, and engage with college representatives. The selection team shares information about available programmes, curriculum, scholarships, and campus facilities. Hostellers are identified based on their interest, academic potential, and socio-economic background. **Day Scholars** are identified by **visit to local schools** in Tirupattur district. Information about the college, the admission process, and the range of available programs is shared. The students opt for the college either for quality education or affordable fee. **99% of the students belong to the economically weaker section, 86% of them being children of daily wage laborers and 94% of them are first-generation learners.**

Some students drop out during the program of study due to economical challenges. And so, the management offers multiple scholarships to support the students through private agencies such as merit scholarship, attendance scholarship for those who attain 99% attendance for regular classes, orphan-semi orphan, midday meal for the day scholars, fee bus for the hill students, education loan funding and ultra poor scholarships. The scholarships are given based on the family situation and with a rigorous due-diligence process by the management team.

2. Curriculum Structure

Along with the regular degree programme of the parent university, the curriculum is enhanced to include skill-development courses as professional/vocational education courses. Later, with the need to prepare interested students for civil service examinations, competitive examinations for career courses were added. To provide holistic development to the students, curriculum enrichment courses such as information literacy which facilitates peer-learning and community-oriented learning through club activities were integrated. The daily working hours of the college is for **six hours with the additional hour catering to additional courses.**

3. Skill Development

Through our **partnership with Bosco Soft Technologies**, students receive specialized training, equipping them with essential technological skills. Boscosoft Technologies is a sister concern of the college because as BICS InfoTech was upgraded to Don Bosco College, the software development unit of BICS InfoTech became a registered private company in March 2011. This company provides industry exposure to the students and placement for a few while others join other companies.

Our strong **collaboration with many industries** where our **alumni are placed** ensures ample placement opportunities. Furthermore, **annual job fairs and campus interviews** widen the opportunities. Students are also directed to do many online courses through NPTEL and other platforms like IBM SkillBuild. This dedication to student success is reflected in our placement statistics, with 61.47% of outgoing students finding placement opportunities over the past five years.

4. Communicative Skill Development

The **Communicative English Academy (CEA)** equips students with communication skills vital for lifelong employment. This program focuses on vocabulary, grammar, and pronunciation through linguaphone classes, conversational practice, and LSRW assessment, conducted using the British Council English Score application. Dedicated faculty conduct personalized Language Counseling sessions to provide one-to-one feedback on language competency. A Bridge Course known as English for Life helps new students bridge the gap in their language skills. English is the official language on campus, providing an immersive environment for students.

5. Career Guidance and Placement

The college provides **ongoing career guidance** to the target students in collaborations with **DB-Vazhikatti** and the **TCS-YEP program**. A **Batch Screen Survey (NPCC)** at the start of the final year assesses students' career interests, tailoring guidance and interview preparation accordingly. Alumni who have benefited from these initiatives often give back through financial support, mentoring, and knowledge-sharing sessions.

Thus, **DBCY acts as a catalyst for social transformation for many rural and tribal youth.** Today it lights the path to 300+ students every year for a brighter future. By nurturing excellence with well-defined processes, it shapes destinies and inspires hope for a more equitable society. With every graduating batch, the college fosters leaders who illuminate their communities and beyond.

File Description	Document
Any other relevant information	View Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

1. **Enrollment Goals and Challenges**: The **National Education Policy** (NEP) emphasizes increasing enrollment in higher education institutions. By 2030, the target is to accommodate **3000+ students**. However, Yelagiri Hills, being a picturesque but geographically constrained location, faces challenges in providing physical infrastructure for such a large student population. Therefore, the institution aims to strike a balance by having at least **one-third of its students enrolled in online programs**. This approach allows flexibility and scalability beyond the limitations of physical space.

2. **Blended Learning Model:** To achieve this, Don Bosco College plans to implement a **blended learning model.** In this model, students participate in both online and on-campus sessions. It combines the advantages of digital learning with face-to-face interactions. The college has already experimented with this approach in a course called "**Cooperative Learning and Education Technology** for Teachers", using the MOODLE platform.

3. **Leveraging Bosco Soft Technologies Pvt Ltd**: The existence of **Bosco Soft Technologies Pvt Ltd**, a software company founded based on the parent institute BICS InfoTech, provides unique opportunities. The college can collaborate with Bosco Soft to develop and deploy research-driven educational systems. Notably, the college's HiGrade ERP system is a product of this collaboration, enhancing administrative efficiency.

4. **Artificial Intelligence-Driven Learning Platform** (Palmyra): The college envisions an AI-driven learning platform called Palmyra.

   - **Palmyra** will automate processes and provide analytics to enhance personalized learning experiences.

   - **Outcome-based learning** will be emphasized, ensuring that students acquire relevant skills and knowledge.

5. **Internships and Coexistence**: Students have the opportunity to do internships at Bosco Soft Technologies Pvt Ltd. The coexistence of the college and the software company on the same campus creates a strong platform for leveraging technology. This synergy can help the college achieve its goals of increasing enrollment while maintaining quality education.

Concluding Remarks :

As we stand at the culmination of this arduous yet profoundly enlightening journey through the Self-Study Report (SSR) for NAAC, we find ourselves at a significant crossroads—a juncture where reflection merges seamlessly with renewal. This process of introspection, meticulous data analysis, and rigorous self-assessment has transcended mere administrative exercise; it has emerged as a potent catalyst for profound **self-transformation**.

Our unwavering commitment to delivering quality education propelled us to define **robust processes.** These processes, meticulously crafted and meticulously embraced by the entire educational community—students, faculty, and staff—have fostered a vibrant culture of excellence within our institution. **We remain steadfast in** our pursuit of three fundamental pillars: **affordability, accessibility, and uncompromising quality.**

At the heart of our endeavors lies **faculty development**—the cornerstone upon which our educational edifice stands. We recognize our pivotal role as agents of social transformation, shaping not only the minds but also the character and conscience of our students. We actively encourage them to be architects of positive change, to engage with society, and to contribute meaningfully to its betterment.

This SSR is more than a mere evaluation; it serves as a reflective mirror—one that reveals both our strengths and the fertile grounds for growth. Yet, beyond the external scrutiny, our journey toward excellence transcends the institutional boundaries. It becomes a journey within—a profound exploration of self-discovery and renewal. As we stride forward, we carry with us the indomitable spirit of Don Bosco—a spirit fueled by reason, guided by religion, and steeped in loving kindness.

Don Bosco College is not merely an institution; it stands as a living testament to empowerment, resilience, and the transformative power of education. Our legacy echoes through the corridors, resonates in the classrooms, and reverberates across Yelagiri Hill.

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6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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)** Answer before DVV Verification : Answer After DVV Verification :39 Remark : Value updated as per the list of courses provided by the HEI in clarification response, DVV has excluded the courses that are part of a regular curriculum.

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*

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
262	209	213	231	240

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
352	306	321	317	331

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
283	248	248	248	248

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
486	426	426	426	426

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

    2.4.2.1. **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year**

wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
24	26	27	16	13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
24	25	27	15	12

Remark : Updated As per the supporting documents

2.6.3

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
221	324	356	334	255

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
218	324	356	334	255

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
326	353	357	338	346

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
327	353	357	339	346

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

3.3.1

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	25	22	04	0

Answer After DVV Verification :

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

Remark : Value updated after excluding the research papers that are not published in the UGC care listed journals.

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**

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6	4	18	4	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	4	00	00

Remark : Value updated as per the approved ISBN number after verifying the data from isbn.gov.in

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
38	13	4	6	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	10	4	3	2

	Remark : Value updated as per the activity organized outside of the campus for the benefit of the society only
3.5.1	*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.* Answer before DVV Verification : Answer After DVV Verification :04 Remark : Value updated only for the activity conducted for student project, internship and training. Only.
4.1.2	*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years* 4.1.2.1. **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>17.92</td><td>76.29</td><td>50.54</td><td>71.89</td><td>58.33</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>17.92</td><td>76.29</td><td>50.54</td><td>71.10</td><td>58.33</td></tr></table> Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
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 : 226 Answer after DVV Verification: 220 Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
4.4.1	*Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)* 4.4.1.1. **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
53.75	56.9	32.8	38.68	46.37

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
34.11	41.70	19.53	20.88	30.25

Remark : Value updated only for the expenditure incurred on maintenance of physical facilities and academic support facilities

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
185	238	166	160	167

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
185	238	166	160	167

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
221	324	356	334	255

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
218	324	356	334	255

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
40	7	0	23	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	6	0	12	1

Remark : Value updated after excluding the intercollege awards and participation certificates.

| 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
39	36	22	30	25

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
34	26	14	12	21

Remark : Value updated after excluding the activities conducted under same events. HEI has considered these activities conducted as different events.

| 6.2.2 | *Institution implements e-governance in its operations* |

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

| 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** |

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
13	17	26	20	24

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
13	17	26	17	3

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
35	39	43	44	37

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
35	35	41	38	37

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	12	12	13	13

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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.** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: B. Any 3 of the above Remark : Value updated as AAA has not been conducted by an authorized agency.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 100 Answer after DVV Verification : 97
1.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
50	44	45	48	49

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
48	41	45	47	47

2.1	**Expenditure excluding salary component year wise during the last five years (INR in lakhs)** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
167	185	106	164	161

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
167.72	185.40	106.87	164.41	161.18