



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

DON BOSCO INSTITUTE OF TECHNOLOGY

DON BOSCO INSTITUTE OF TECHNOLOGY, MYSORE ROAD,
KUMBALAGODU

560074

www.dbit.co.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

December 2018

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Introductory Note on the Institution: location, vision, mission, type of the institution etc.

Don Bosco Institute of technology is a private (self finance) Bangalore based engineering college promoted by wayanmac educational trust imparting quality education to students since 2001 with well set vision and mission. The college is located on Bangalore-Mysore highway and has a good reach to bus and train and also operates number of buses for students and faculties.

The college imparts quality education to students to achieve sought after professionals. The college is spread over 5 acres of land with good infrastructure and highly skilled professionals. All programmes of this college are approved by All India council for technical education (AICTE). The college is affiliated to Visveswaraya technological university Belgaum. The five departments of the college were accredited twice by NBA.

The college provides seven Under Graduate Programs in Civil Engineering, Computer Science Engineering, Electronics & communication Engineering, Electrical and Electronics engineering, Mechanical Engineering Information Science and engineering and Telecommunication Engineering. The college offers four Post graduates programmes in Computer science and Engineering, Design Engineering, Digital electronics, Power system Engineering and Master of Business Administration. The college also offers PhD Program in Mechanical engineering, Mathematics, chemistry, Electrical and Electronics engineering and Electronics & communications engineering. The college also has the following Kuka robot, Siemens-PLM, campus connect by Infosys, Q spider, EDC-cell, ANT certificate courses.

The college provides conducts co-curricular activities like Industrial visits, Guest lectures, Quiz competition, sponsoring students for competitions like Go kart, Robotics, solar cars etc.

Vision

VISION

Don Bosco Institute of Technology, Bangalore to be a distinguished center of excellence to nurture and transform the talent of millions through quality and value based education in the area of Technology, Management and Science through its innovative facilities of higher learning towards human excellence

Mission

MISSION:

To Create a distinguished destination, wherein personal, intellectual and professional qualities of the students to be strengthened through partnering with the industry, government and professional bodies in a collaborative effort.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Management support for Teaching-Learning Process and a sprawling campus with amenities like auditorium, hostel accommodation, sports facilities, intercom facilities, Wi-Fi, cafeteria, 500 kVA gen set and UPS for power backup and has ventilated & equipped laboratories, clean potable water.
- Most of the class rooms are equipped with LCD Projectors for effective delivery of lectures.
- Conducive environment for teaching-learning process.
- Faculty research publications of in national and international journals/conferences along with book publications.
- Central library with good reference books, bar-code based issuing of books, extended time for reading room during examinations.
- Financial support to arrange co-curricular and extra-curricular activities.
- The faculty members are encouraged to organize/participate the workshops/seminars/conferences etc.
- Value added programs like Kuka Robotics, Siemens PLM, InfosysCampus Connect, Intel
- EDC cell
- The college has experienced, devoted, approachable, sincere and highly qualified faculty members.
- Mentoring and monitoring of the students is done on a regular basis.
- The college has a strong Placement and Training Department which ensures that most of the eligible students are placed in good companies.
- The college strongly supports sports and cultural activities and many students have obtained medals at university level.
- The college has obtained university ranks (VTU)
- The college has been accredited twice by NBA in 2008 and 2016 for 3 years.
- Counseling of students for competitive examinations introduced, so as to serve as civil servants.

Institutional Weakness

- Filing patents and interdisciplinary, collaborative Research needs to be encouraged.
- Industry- academy relation to be improved for projects and consultancy
- Faculty members with Research experience is to be augmented.
- University examination questions are repetitive not-in agreement with higher order thinking skills of Revised Blooms taxonomy.
- The college needs to strengthen the Alumni Association

Institutional Opportunity

- Admissions of overseas students
- Industrial in plant training opportunities to students and faculty
- Practicing of outcome based education in all facets of engineering discipline.
- To develop Centers of Excellence and infrastructural facilities, faculty could contribute more towards Research and consultancy
- Staff and student exchanges with foreign universities and leading Institutions in India
- With the establishment of 'EDC' opportunities are available for students to become entrepreneurs.

Institutional Challenge

- Bench marking with premier institutes will bring out the best in students and faculty.
- Equipping students to improve their quality for employability and life skills is a real challenge.
- To provide exposure to faculties in premier institute in India & international universities.
- Improvement of soft skills and employability skills of students.
- To improve consultancy work by Faculty.
- Receiving grants from government funded projects and consultancies.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Criteria highlights the Vision, Mission along with the Quality Policy and Objectives that are being implemented at the Institute level to impart the Quality Technical Education for UG programs to the students. As an Affiliated college, it has to follow the prescribed University curriculum. However, looking into the requirements of Industry and analyzing the gap between the Industry requirements and University curriculum, the Institution has taken an initiative to introduce bridge courses and other supplementary learning platforms for various programs of study. Further the curriculum is enriched by incorporating value added courses/programs leading to certification.

To understand the stakeholder's sentiments and the expectations, the Institution has established feedback and survey system, which are collected as per the schedule and reviewed with corrective mechanism. All the efforts are made to provide an opportunity to the students to become competent professionals by the completion of their program of study and excel in their carrier opportunities.

Teaching-learning and Evaluation

Excellence in Teaching and Learning is achieved by recruiting Qualified & competent teaching faculty and attracting meritorious students. The admissions are made through common entrance examinations i.e., CET-45%, COMED-K-30% and remaining through the Management Quota-25% on merit basis. In order to have smooth conduct of class work, meticulous planning is being done prior to the commencement of the semester class work by way of "lesson plan", "Module wise course content preparation". Weekly syllabus coverage status is reviewed regularly through verification of lesson plan, Attendance Registers and course files by the concerned HoD's and Principal. Mid Examinations and Tutorial classes are conducted as per schedule to ensure that, the students understand the concepts delivered in the Classes and Laboratory sessions.

Each faculty member is assigned with a batch of twenty students for Mentoring by monitoring their academic progress and other issues. An established feedback mechanism is in-practice for the evaluation of Teaching Learning Process and there by necessary corrective mechanism is initiated by all the HoD's along with Principal.

Research, Innovations and Extension

The Institution has University recognized Research centers in the following disciplines of Engineering, Sciences

and Management (i.e.,) ECE, CSE, Mech. EEE, MBA, Mathematics and Chemistry. The Institution has Incubation centers and are in the process of development advanced laboratories, to provide Research facility to cater to the requirements of various academic programs.

The Institution has given the budgetary provision, thereby Faculty and students are encouraged for Publication of Research/Technical papers in various Journals/conferences. The Institution is pro-active to carry out the advanced programs through the University approved student chapters/associations of various Engineering branches.

As an extension activity NSS wing was established in the academic year 2012-13. Students and faculty members actively participate in various Educational and Social programs in the identified areas and villages as part of social responsibility. These activities have brought in good understanding and development of social needs with the relationships of student, faculty and society. Every semester one NSS activity/program is initiated by each department, such as Swacha Bharath, International Yoga day, Red Cross activity, Go green campus, Health camp, Polio awareness camps in different nearby areas.

Infrastructure and Learning Resources

The Institution provides excellent Infrastructure and facilities with conducive learning environment. Efforts are being on, to elevate the Institution to be on par with the Premier Institutions at the National and International level. This leads to fast adoption of corporate culture, during the transition of the students from campus to corporate. The Institution adopts the latest Technology to classrooms as well as laboratories for effective teaching learning process.

Library resources are made available to all the students and staff for its utilization. It fulfills the statutory requirements of regulatory and affiliating bodies. The Institution uses the digital platform for learning resources such as NPTEL, EDUSAT, MOOCS, virtual class rooms/labs and various databases are available from leading publication houses relevant to the Engg. programs. The Infrastructural facilities and the learning resources are being used by the students and faculty to provide Quality Technical and Management Education.

The Institution has well-equipped Indoor and Outdoor sports facilities such as Gym, Carom, Chess, Table Tennis, Cricket, Foot Ball, Throw Ball, Volley Ball, Soft Ball, Basket Ball, Hockey, Hand Ball, Net Ball, Kho-Kho, Kabaddi, Judo, Yoga, Wrestling, Archery, weight lifting and power lifting and Athletic activities. The department of Physical education and sports organized VTU Inter-collegiate tournaments such as Bangalore South Zone Men Foot Ball tournament in 2013-14, Bangalore South Zone Foot Ball tournament in 2014-15, Single Zone Men & Women Archery Competition in 2014-15, Bangalore south Zone Men Volley Ball tournament in 2016-17, Single Zone Soft Ball Men & Women tournament in 2016-17, Bangalore south Zone Men Volley Ball tournament in 2016-17, Bangalore south Zone Men Cricket tournament 2018-19, Single Zone Archery Men & Women Competition 2018-19. National & International Conferences and also organized Inter-Department competitions, Sports Day & Athletic Meet's.

Student Support and Progression

An orientation program is carried out for detailing of the activities to be conducted during the semester enlisting weeks of instruction along with conduct of class work, Mid semester Exams, Internal lab Exams, finalization of Internal assessment marks, Proposed university laboratory examinations and semester exams. For the effective

communication to the academic activities, all the relevant academic schedules and information's are posted in the notice boards and college website.

Currently the Institution is a member of recognized professional bodies and has student chapters/associations for various programs. All these forums come under the Students' Council which is formed as per University guidelines. The co-curricular and extra-curricular activities are conducted with relevant themes and defined objectives and outcomes. This helps to measure the attainment of **Program Educational Objectives (PEOs)** and **Program Outcomes (POs)**. To ensure the success of the students in academics, the college monitors the academic progress of the students through establish Mentoring system, by implementation of teacher-guardian scheme where the student performance, counseling and guidance are recorded and maintained which helps the faculty members to understand the progression of the students. To provide the justice to the students, the college has the grievance redressal committee to safeguard the interest of the female faculty, staff and students. Other Institutional Committees include: Women Empowerment Cell, Anti-ragging Committee, Disciplinary Committee and other Student curricular and co-curricular Committees. These activities at the Institution have helped the students to get timely guidance and justice.

Governance, Leadership and Management

The Institutional Vision is to make Don Bosco Institute of Technology as internationally renowned/premier Institute of Engineering and Technology with high Core Values & Competencies with attainment of strategic objectives.

The Institute has defined prospective plans to achieve the objectives.

- The Institution's Management and Administration ensures the sustainable model for the effective implementation of quality policy and plans.
- The financial Resources are utilized for the total developmental activities for education and training. The Institution has 100% compliances of Regulatory & Statutory Bodies, satisfied Stakeholder and empowered faculty.
- The Institute has defined structure with Roles and Responsibilities at various levels of academic/administration. Strategic decision making at management level is available without delay as Institutional mechanism.
- The progress of the Institute is reviewed on regular basis for the effective implementation of Quality Policy and Plans.
- The Institution has well established Internal Quality Assurance system to suit to the various National and International accreditation systems.

Institutional Values and Best Practices

The Institution has implemented the changing technologies by best practices related to Energy & Environment consciousness along the Stakeholders.

- Green audit in the campus, ensures to maintain the Ecosystem in and around.
- Energy Saving and optimum utilization of Solar Energy, Rain Water Harvesting, Sewage Treatment Plant, E-waste Disposal, Ergonomic and Aesthetic Infrastructure are the main highlights about environment consciousness at the Institution.

- Students involve in maintaining the green campus by organizing various events under NSS. Students are motivated to help the Society by participating in programs like creating awareness about Road Safety - Significance of wearing Helmet and Seat Belt during driving, Pollution Control – Go Green, and Swacha Bharat Abhiyaan etc.,
- Institution has a mandate to be responsive on pressing issues such as Gender Equity, Environmental Consciousness and Sustainability, Inclusiveness and professional ethic.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | DON BOSCO INSTITUTE OF TECHNOLOGY |
| Address | DON BOSCO INSTITUTE OF TECHNOLOGY, MYSORE ROAD, KUMBALAGODU |
| City | BANGALORE |
| State | Karnataka |
| Pin | 560074 |
| Website | www.dbit.co.in |

| Contacts for Communication | | | | | |
|----------------------------|-----------------|-------------------------|------------|--------------|--------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | Hemadri Naidu T | 080-28437028 | 9972550099 | 080-28437031 | dbit.principal@gmail.com |
| IQAC / CIQA coordinator | Rengaprabhu P | 080-28437030 | 9944062323 | 080-28437029 | DBITIQC@GMAIL.COM |

| Status of the Institution | |
|---------------------------|----------------|
| Institution Status | Self Financing |

| Type of Institution | |
|---------------------|--------------|
| By Gender | Co-education |
| By Shift | Regular |

| Recognized Minority institution | |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details | |
|--------------------------------------|------------|
| Date of establishment of the college | 01-01-2001 |

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

| State | University name | Document |
|-----------|---------------------------------------|-------------------------------|
| Karnataka | Visvesvaraya Technological University | View Document |

Details of UGC recognition

| Under Section | Date | View Document |
|---------------|------------|-------------------------------|
| 2f of UGC | 05-05-2017 | View Document |
| 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 |
|--------------------------------|---|--------------------------------|--------------------|---------|
| AICTE | View Document | 10-04-2018 | 12 | |

Details of autonomy

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

Recognitions

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

| Location and Area of Campus | | | | |
|------------------------------------|---|------------------|-----------------------------|---------------------------------|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | DON BOSCO INSTITUTE OF TECHNOLOGY, MYSORE ROAD, KUMBALAGODU | Urban | 5.3 | 31865 |

2.2 ACADEMIC INFORMATION

NAAC

| 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 | BE,Computer Science And Engineering | 48 | PU | English | 180 | 166 |
| UG | BE,Electronics And Communication Engineering | 48 | PU | English | 180 | 163 |
| UG | BE,Information Science And Engineering | 48 | PU | English | 120 | 101 |
| UG | BE,Mechanical Engineering | 48 | PU | English | 180 | 73 |
| UG | BE,Electrical And Electronics Engineering | 48 | PU | English | 60 | 45 |
| UG | BE,Telecommunication Engineering | 48 | PU | English | 60 | 17 |
| UG | BE,Civil Engineering | 48 | PU | English | 60 | 49 |
| PG | Mtech,Computer Science And Engineering | 24 | UG | English | 24 | 0 |
| PG | Mtech,Electronics And Communication Engineering | 24 | UG | English | 24 | 0 |
| PG | Mtech,Mechanical Engineering | 24 | UG | English | 18 | 0 |

| | | | | | | |
|-----------------|--|----|----|---------|----|----|
| PG | Mtech,Electrical And Electronics Engineering | 24 | UG | English | 24 | 4 |
| PG | MBA,Master Of Business Administration | 24 | UG | English | 60 | 43 |
| Doctoral (Ph.D) | PhD or DPhil,Computer Science And Engineering | 48 | PG | English | 3 | 0 |
| Doctoral (Ph.D) | PhD or DPhil,Electronics And Communication Engineering | 48 | PG | English | 3 | 0 |
| Doctoral (Ph.D) | PhD or DPhil,Mechanical Engineering | 48 | PG | English | 3 | 2 |
| Doctoral (Ph.D) | PhD or DPhil,Electrical And Electronics Engineering | 48 | PG | English | 3 | 0 |
| Doctoral (Ph.D) | PhD or DPhil,Master Of Business Administration | 48 | PG | English | 3 | 0 |
| Doctoral (Ph.D) | PhD or DPhil,Mathematics | 48 | PG | English | 3 | 0 |
| Doctoral (Ph.D) | PhD or DPhil,Chemistry | 48 | PG | English | 3 | 0 |

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 | 21 | | | | 43 | | | | 118 | | | |
| Recruited | 15 | 6 | 0 | 21 | 29 | 14 | 0 | 43 | 57 | 61 | 0 | 118 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 21 | | | | 43 | | | | 118 | | | |
| Recruited | 15 | 6 | 0 | 21 | 29 | 14 | 0 | 43 | 57 | 61 | 0 | 118 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 54 |
| Recruited | 40 | 14 | 0 | 54 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 54 |
| Recruited | 40 | 14 | 0 | 54 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 54 |
| Recruited | 40 | 14 | 0 | 54 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 54 |
| Recruited | 40 | 14 | 0 | 54 |
| Yet to Recruit | | | | 0 |

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 15 | 6 | 0 | 9 | 3 | 0 | 0 | 0 | 0 | 33 |
| M.Phil. | 0 | 0 | 0 | 2 | 2 | 0 | 1 | 3 | 0 | 8 |
| PG | 0 | 0 | 0 | 18 | 9 | 0 | 55 | 59 | 0 | 141 |

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

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

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

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|-----------------|--------|---|-------------------------------|--------------|---------------------|-------|
| UG | Male | 314 | 61 | 0 | 0 | 375 |
| | Female | 226 | 12 | 0 | 0 | 238 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 24 | 5 | 0 | 0 | 29 |
| | Female | 18 | 0 | 0 | 0 | 18 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Doctoral (Ph.D) | Male | 19 | 6 | 0 | 0 | 25 |
| | Female | 4 | 1 | 0 | 0 | 5 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| Provide the Following Details of Students admitted to the College During the last four Academic Years | | | | | |
|--|--------|---------------|---------------|---------------|---------------|
| Programme | | Year 1 | Year 2 | Year 3 | Year 4 |
| SC | Male | 35 | 35 | 26 | 30 |
| | Female | 10 | 17 | 21 | 17 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 12 | 5 | 10 | 5 |
| | Female | 3 | 4 | 3 | 3 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 208 | 124 | 53 | 93 |
| | Female | 56 | 47 | 48 | 56 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 287 | 368 | 414 | 353 |
| | Female | 191 | 210 | 256 | 215 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 20 | 40 | 28 | 31 |
| | Female | 12 | 22 | 25 | 26 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 834 | 872 | 884 | 829 |

Extended Profile

1 Program

1.1

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

| Response: 434 | File Description | Document |
|----------------------|---|-------------------------------|
| | Institutional Data in Prescribed Format | View Document |

1.2

Number of programs offered year-wise for last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 12 | 15 | 15 | 15 | 13 |

2 Students

2.1

Number of students year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 3074 | 3014 | 2789 | 2669 | 2447 |

| Response: 434 | File Description | Document |
|----------------------|---|-------------------------------|
| | Institutional Data in Prescribed Format | View Document |

2.2

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 356 | 294 | 213 | 255 | 207 |

| Response: 434 | File Description | Document |
|----------------------|---|-------------------------------|
| | Institutional data in prescribed format | View Document |

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---------|-------------------------------|---------|---------|
| 717 | 613 | 578 | 588 | 666 |
| File Description | | Document | | |
| Institutional Data in Prescribed Format | | View Document | | |

3 Teachers**3.1****Number of full time teachers year-wise during the last five years**

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---------|-------------------------------|---------|---------|
| 216 | 197 | 192 | 194 | 169 |
| File Description | | Document | | |
| Institutional Data in Prescribed Format | | View Document | | |

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---------|-------------------------------|---------|---------|
| 237 | 235 | 219 | 195 | 175 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

4 Institution**4.1****Total number of classrooms and seminar halls****Response: 60****4.2****Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)**

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 872 | 914 | 754 | 696 | 627 |

4.3

Number of computers

Response: 997

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Don Bosco Institute of Technology is affiliated to VTU and the curriculum and syllabus prescribed by the University are strictly adhered. The Institution follows a methodical approach in developing and deploying action plans for effective curriculum delivery as detailed below:

- Institutional Academic Schedule in line with VTU Calendar of Events indicating the Commencement of the semester, Last working day, Commencement of Examinations (Both theory and practical) is prepared two weeks in advance of commencement of semester.
- Individual Departments will prepare their Department Academic Schedule in line with Institutional Academic Schedule
- Courses are allotted to faculty members before closing of previous semester according to their area of specialization and skill matrix.
- Time table for the entire semester is prepared to indicate specific class and laboratory hours.
- Formulation of objective driven course plan at the beginning of the semester in-line with the university syllabus.
- Lesson plan and resources materials are prepared by faculty in line with the academic calendar.
- Laboratory manuals are prepared so that students can plan in advance and correlate with theory.
- The effective implementation of curriculum is ensured by supplementing classroom teaching with expert lectures, seminars and mini projects.
- Three class committee meeting, in a semester are conducted to monitor the progress of theory and laboratory courses.
- Three Mid-term Internal Assessment Tests are conducted for theory courses and one laboratory test is conducted.
- The slow learners are identified based on their test performance and additional guidance and mentoring is provided to them.
- Bridge courses are organized and conducted for the first year students and lateral entry students to understand basic concept of Mathematics and Engineering.
- Performances of the students are regularly communicated to their parents.
- Course files are maintained by the faculty members for the subjects handled with the following contents :

VTU Syllabus, Time Table, Lesson Plan, Lecture Notes, Module wise Question Banks, Previous VTU Question Paper with solution, Internal Assessment Test Question Papers with Answer Key and Sample Answer Papers, Assignment Questions

- Employing learner centric techniques such as add-on courses, additional laboratory experiments, peer learning, group discussion, brain storming, use of NPTEL lectures, case studies, projects, quiz etc., in the delivery of the academic courses.

- Video recording of selected lectures sessions and making available for students.

| | |
|---------------------------------|-------------------------------|
| File Description | Document |
| Link for Additional Information | View Document |

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 16

1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 7 | 5 | 1 | 1 | 2 |

| | |
|---|-------------------------------|
| File Description | Document |
| Details of the certificate/Diploma programs | View Document |

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 2.58

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 4 | 0 | 1 | 0 | 0 |

| | |
|--|-------------------------------|
| File Description | Document |
| Details of participation of teachers in various bodies | View Document |

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 53

| | |
|--|-------------------------------|
| 1.2.1.1 How many new courses are introduced within the last five years | |
| Response: 230 | |
| File Description | Document |
| Details of the new courses introduced | View Document |

| | |
|--|-------------------------------|
| 1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented | |
| Response: 100 | |
| 1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented. | |
| Response: 12 | |
| File Description | Document |
| Name of the programs in which CBCS is implemented | View Document |

| | | | | |
|--|-------------------------------|---------|---------|---------|
| 1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years | | | | |
| Response: 8.84 | | | | |
| 1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years | | | | |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 646 | 406 | 18 | 53 | 173 |
| File Description | Document | | | |
| Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs | View Document | | | |

1.3 Curriculum Enrichment

| |
|--|
| 1.3.1 Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum |
| Response: |

With a clear understanding of India's progressive education policy with regard to focus on gender, equal opportunity is provided for both boys and girls in the curricular, co-curricular, and extra-curricular activities in the institution.

Gender sensitization and awareness building activities are earnestly taken up. Students of both genders are accommodated in all the committees of the institution.

The committee plays roles in preventive and remedial ways. It creates an atmosphere promoting equality and gender justice. Various NSS activities such as International Women's day celebration, Guest lectures on women health, etc., sensitize the issue among students and faculty.

From the academic year 2018-19, three-week-long mandatory non-credit induction program is conducted for all the UG students entering the institution right at the start. The induction program includes universal human values, lectures by eminent personalities.

A course on the **Constitution of India, Professional Ethics and Human Rights** is to all programs in the institution. It is offered as a credit course with contact hours of one-hour theory/week. The course outcomes are:

On completion of this course, students will be able to,

CO1: Have general knowledge and legal literacy about the Indian Constitution and thereby it helps to take up competitive examinations & to manage/face complex societal issues in society.

CO2: Understand state and central policies(Union and State Executive), Fundamental Rights & their duties.

CO3: Understand Electoral Process, Amendments and special provisions in Constitution.

CO4: Understand the powers and functions of Municipalities, Panchayats, and Co-operative Societies, with Human Rights and NHRC.

CO5: Understand Engineering & Professional ethics and responsibilities of Engineers.

We believe that the current intolerable levels of violence and environmental degradation can be countered with caring and nurturing.

A course on **Environmental Studies** with contact hours of two hours theory/week is offered. The course outcomes are:

Students will be able to,

CO1. Understand the principles of ecology and environmental issues that apply to air, land, and water issues on a global scale,

CO2. Develop critical thinking and/or observation skills, and apply them to the analysis of a problem or

question related to the environment,

CO3. Demonstrate ecology knowledge of a complex relationship between biotic and abiotic components

CO4. Apply their ecological knowledge to illustrate and graph a problem and describe the realities that managers face when dealing with complex issues.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

Response: 4

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 4

| File Description | Document |
|---|-------------------------------|
| Details of the value-added courses imparting transferable and life skills | View Document |

1.3.3 Percentage of students undertaking field projects / internships

Response: 12.91

1.3.3.1 Number of students undertaking field projects or internships

Response: 397

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise

Response: A.Any 4 of the above

| File Description | Document |
|-------------------------------------|-------------------------------|
| Any additional information | View Document |
| URL for stakeholder feedback report | View Document |

1.4.2 Feedback processes of the institution may be classified as follows:

Response: C. Feedback collected and analysed

| File Description | Document |
|-------------------------|-------------------------------|
| URL for feedback report | View Document |

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 3.34

2.1.1.1 Number of students from other states and countries year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 91 | 104 | 72 | 97 | 100 |

| File Description | Document |
|---|-------------------------------|
| List of students (other states and countries) | View Document |
| Institutional data in prescribed format | View Document |

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 89.49

2.1.2.1 Number of students admitted year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 834 | 872 | 884 | 829 | 778 |

2.1.2.2 Number of sanctioned seats year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 930 | 930 | 1002 | 1002 | 836 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 79.61

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 324 | 232 | 160 | 198 | 156 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

Don Bosco Institute of Technology has a streamlined mechanism for continuous monitoring and evaluation of the students. Students are identified based on performance in internal assessment examination and the performance in class. This helps to categorize students as slow learners and quick learners in a class. After the commencement of classes, and completion of two chapters, again the students are categorized based on their performance in surprise test and technical quiz given. This helps to encourage students to learn and create enthusiasm in class.

For Slow learners:

We, at Don Bosco Institute of Engineering, organize special programs for the slow learners. For slow learners, remedial classes are conducted and additional surprise tests are conducted. Our aim is mainly to increase the pass percentage of the students. The mentor assesses the nature of their problems and then motivates them in a friendly way to reach their academic goals. Extra classes are organized to clarify doubts, re-explaining of critical topics for improving their performance. Appropriate counseling with additional teaching, eventually helps them to attend classes regularly.

For quick Learners:

Quick learners are identified through their performance in examinations, interaction in classroom and laboratory, their fundamental knowledge, concept understanding and personal growth. For them, mini projects are introduced through which they will be able to learn the more practical point of view.

For both advanced learners and slow learners, skill development programs, motivational guest lectures, industrial visits and visits for technical exhibitions are organized.

Strategies adopted for student improvement:

1. Remedial classes are organized to clarify doubts.
2. Re-explaining of critical topics for improving performance.
3. Motivational classes are conducted to improve the mental ability of the student to analyze problems and to encourage the student to regularly attend classes.
5. Additional details are given in each class regarding the topic.
6. Students can discuss their personal issues with teachers for proper guidance.

The faculty members teach content beyond the syllabus, after the completion of the syllabus to enrich the knowledge of the students in the advanced topics. Additional laboratory experiments are also conducted after the completion of the regular lab classes. The faculty members teach content beyond the syllabus, after the completion of the syllabus to enrich the knowledge of the students in the advanced topics. The Institute has signed MOU with some national and International Institutes and organizations and students are exposed to advanced learning through such institutes/Organizations. Students are encouraged to participate and attend various workshops, Industrial Visits, NPTEL lectures, MOOCS courses, guest lectures by experts. Industrial visits are arranged to the students every year for all departments to build their strong practical knowledge to meet the future needs of the industries. To bridge the knowledge gap of the students, various add-on courses are conducted for the students. In-plant training are provided to the students to fill their knowledge gap.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

2.2.2 Student - Full time teacher ratio

Response: 185:13

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.03

2.2.3.1 Number of differently abled students on rolls

Response: 1

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

2.3 Teaching- Learning Process

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

Response:

DBIT always supports teachers to develop skills like interactive learning, collaborative learning and independent learning among the students. The institute provides a well-equipped library with a huge number of volumes in its stocks, a digital library where students can access standard journals, NPTEL video lectures and teachers also can access the resources through Wi-Fi network. Teachers and students are also encouraged to use internet & computer facilities to keep themselves abreast of the latest developments. Apart from these, various departments conduct a number of activities like seminars, debates on current issues, group discussions, and quizzes. Such activities develop stage courage, skills of expression, thinking power among the students. Student's enthusiasm, involvement and willingness to participate make learning mode more student-centric. Several student-centric participatory learning methods are practiced by the Institution. Application of Modern Analytical Techniques, which are not covered in the course curriculum, is also carried out in the 4th year project work in order to develop research bend of mind of the student and to generate instinct in-depth interest among the students to go for higher studies. Students who are interested in Research and Development work are continuously motivated and encouraged to present their Project/Research work in different National/International Seminar/Conference/Workshop and Publish their work in National/International Journal and Seminar /Conference Proceedings. Students are rewarded for their outstanding performance in the project, experiment, research, and other relevant fields. Students undertake an internship at organizations where they are exposed to real world issues and problems and the policymaking process. Taking students for industrial visits and training programs developing communication & presentation skills Assigning mini projects and guiding them in the accomplishment of the same. Faculty members are engaged with their research work in association with potential students and they always try to share their innovative ideas with the students. The faculty members always try to engage themselves to train the students in different areas of Multidisciplinary Engineering & Technological fields. Students participate in various clubs like - nature club, literary club, a cultural club which enhance their all-round development.

The ICT facilities and other learning resources are adequately available in the institution for academic and administrative purposes. The staff and students have access to technology and information retrieval on current and relevant issues. The institution deploys and employs ICTs for a range of activities. The digital classroom with new technology makes the learner/teacher tech savvy while using all modern teaching aids like LCD projectors, audio-video system, podium, furniture etc. The Institute subscribes various online resources like IEEE, Digital Library and DELNET. The faculty is encouraged to use the above online resources along with NPTEL videos for a better teaching-learning environment. Development of smart classrooms with web-based teaching. The teachers utilize these facilities to illustrate the concept clearly through audio/video mode. The teachers circulate tutorial problems, Assignments, lecture notes and other relevant materials to the students. Formation of different groups among the students and encouraging peer learning, which helps the students who are academically less performing

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 66.67

2.3.2.1 Number of teachers using ICT

Response: 144

| File Description | Document |
|---|-------------------------------|
| List of teachers (using ICT for teaching) | View Document |
| Any additional information | View Document |

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 18.86

2.3.3.1 Number of mentors

Response: 163

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

2.3.4 Innovation and creativity in teaching-learning

Response:

At DBIT, all the faculty members are encouraged to adopt innovative teaching methods so as to ensure effective learning outcomes. Use of simulation software in classroom teaching, to explain difficult concepts which are hard to visualize, is one innovative approach practiced in many departments. Rubrics have been introduced for self-paced learning of practical concepts. These tools evaluate learning outcomes and are being used to improve academic performance.

Faculty members use working models, charts, PPTs, videos and animations to present the important/difficult theoretical concepts. Faculty uploads video, PPTs, tutorials, assignments, lecture notes, and other relevant materials on the web portal. Faculty members have also created social network groups to share the learning material which can be accessed by students at their leisure.

Faculty members are encouraged and/or sponsored for technical as well as other training programs such as 'Mission 10X' which help them to adopt new and innovative approaches such as role-play, quiz,

brainstorming, puzzles, and activities are incorporated in the teaching plan to make learning more effective. NPTEL and other on-line courses are extensively used to augment the conventional blackboard teaching.

Various faculty competency domains are created at department level where senior faculty members guide junior faculty members to improve their content delivery methods. They also share their experience of teaching that particular course. The institution also takes special efforts to take faculty members for outbound training programs for training them on best teaching practices adopted by senior and performing faculty. Project-based learning and experiential learning like field work, visit industries and guest lectures are organized on a regular basis

Institution organizes in-house training programs to hone teaching and mentoring skills. Institute realizes the importance of imparting quality technical education and strives to make its faculty technically competent by allocating a separate budget for staff development. The impact of these efforts is observed in enhanced academic performance and is also reflected in improved placements.

IQAC annually organizes training for faculty on innovative pedagogy, best practices in teaching and learning, moral values, question paper setting etc.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 91.74

| File Description | Document |
|---|-------------------------------|
| Year wise full time teachers and sanctioned posts for 5 years | View Document |

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 11.18

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 41 | 25 | 18 | 15 | 12 |

| File Description | Document |
|--|-------------------------------|
| List of number of full time teachers with PhD and number of full time teachers for 5 years | View Document |

2.4.3 Teaching experience per full time teacher in number of years

Response: 39.81

2.4.3.1 Total experience of full-time teachers

Response: 8598

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 1.55

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 0 | 0 | 2 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 9.71

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 36 | 27 | 17 | 13 | 13 |

| File Description | Document |
|---|-------------------------------|
| List of full time teachers from other state and state from which qualifying degree was obtained | View Document |

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

The Continuous Internal Evaluation (CIE) as per the regulations of VTU is adhered to VTU has brought about reforms by introducing ICT in the examination process and has introduced a digital evaluation process in recent years. VTU introduced Choice Based Credit System (CBCS) from the academic year 2015-16.

Broadly the evaluation of each course has two parts:

1. Continuous Internal Evaluation (CIE) – 20 marks
2. Semester End Examination (SEE) – 80 marks

From the academic year 2017-18, the CIE is prescribed for a maximum of 40 marks. Marks prescribed for the test shall be 30 and that for assignment/unit tests/written Quiz that support to cover some of the Course/Program outcomes is 10. The CIE marks for the test in a theory course shall be based on three tests generally conducted at the end of a fifth, tenth, and fourteenth week of each semester. Each test shall be conducted for a maximum of 30 marks and the final marks shall be average of three tests. In the case of laboratory course (practical), the CIE marks shall be based on the laboratory journals/records (30 marks for continuous evaluation based on the conduct of experiment, viva and report writing) and one practical test (10 marks) to be conducted at the end of the semester.

Three assignments before each test are given. A separate set of assignment questions are given to students divided into batches.

Final year B. E. and M. Tech. project work internal evaluation is done based on well-defined rubrics. Internal evaluation of Technical seminar based on current topics is also based on well-defined rubrics.

Students are encouraged to take up Massive Online Open Courses (MOOC) like EDUSAT, NPTEL courses and their performance considered for Internal Assessment of theory subjects (20 marks).

Student forums in all departments are established, Student Chapter, organizes seminars, technical training, workshops, technical talks, group discussions, and debates so that they can improve their performance.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety**Response:**

The conduction IA Tests is centralized. Three Mid-term Internal Assessment Tests are conducted for theory courses and one laboratory test is conducted. The schedule of IA Tests is announced at the beginning of the semester through the Institutional Academic Schedule which is prepared based on the calendar of events of the university. The timetable of the IA Test is displayed on the notice board one week before the commencement of the test. The dept-wise test coordinators and evaluation coordinators headed by a senior Professor ensure the entire process of conduction of tests. Faculty members frame a set of two different test question papers for each theory subject adhering to VTU examination standards. Particular test question paper that is printed for distribution is selected by the Principal. Revised Bloom's Taxonomy and Outcome-Based Education (OBE) in which Course Outcomes (CO's) are attained is followed while framing the test question papers. A centralized evaluation system is followed, where faculty members evaluate the test blue books at a central place and complete the evaluation in the prescribed time limit of 3 days. The theory subject coordinator prepares the scheme and solution for the test question paper and is used by faculty members who evaluate the student blue books, which brings in transparency in evaluation

Subject-wise Quiz and Surprise Tests are also conducted at regular intervals by respective subject faculty members. The IA marks are entered through university online portal by respective subject faculty members and authenticated by HOD and Principal. Individual student signature is obtained on the IA marks print-outs submitted to VTU. Final year B. E. and M. Tech. project work will be jointly evaluated by internal and external examiners appointed by VTU. The marks are entered through VTU on-line portal.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient**Response:**

At the Institution level, students are allowed to verify the valued test blue books of IA tests and issues if any are clarified by the respective subject faculty member. If the issue is not clarified, the student will take it up with the respective HOD. The institution provides the necessary support to students with respect to the VTU examination related issues. The university examination online form filling, results, reevaluation etc. are coordinated at the respective department level. The result queries, marks sheets errors, non-receipt of marks sheets are addressed at central examination section. Mechanism to deal with examination related grievances- The internal assessment system of the students is transparent. The test answers and marking scheme is discussed by the faculty with the students. The attendance record of each student is maintained and due weightage is given for attendance in theory class and practical sessions, performance in tests/tutorials and timely submissions. The Institute encourages independent learning through project and paper presentations by students. Practical and oral examinations conducted by the University are evaluated by internal and external examiners appointed by University. The Institute has given the responsibility to

the exam in charge who takes care of University evaluation grievances. Exam in charge forwards the grievances to the University. The students can apply for verification, revaluation and for a photocopy of the answer book. The University examiners re-verify, reassess the answer books and the revised marks if any, are sent to the Institute which is displayed on the Institute notice board. Whenever class tests, internal assessment tests have conducted the results of the student's performance are used by the faculty to identify slow and advanced learners. Students are encouraged to improve their performance in future by counseling. Nearly 20 students are entrusted to each faculty member to be mentors and advisors of the students. The mentors sort out the personal issues, academic and non-academic problems of their mentees and provide counseling and guidance.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

An academic calendar is published by the institute which includes the following items: Academic year starts as prescribed by VTU. The university prepares and publishes the academic calendar for the academic year which includes plans for academics and examination activities based on the available working/teaching days as per university norms. Institutional Academic Schedule in line with VTU Calendar of Events indicating the Commencement of the semester, Last working day, Commencement of Examinations (Both theory and practical) is prepared two weeks in advance of the commencement of the semester. The academic calendar for the conduct of CIE is prepared and displayed on the notice board. The internal assessments tests for theory and lab. are conducted as per the academic calendar. Approval for the same is taken by the head of departments and Principal. The academic calendar is given to all faculties before the commencement of the semester. Based on the academic calendar teaching plan is prepared. The academic calendar of the Institute includes a schedule of the curricular transaction, assessment, technical events, class tests, verification of marks by students, list of holidays and extracurricular activities. Students are informed about timetable and academic calendar well in advance. Teaching Plan and the detailed lesson plan/teaching methodology according to syllabus is prepared by each faculty before the start of the semester. The lesson plan comprises content, learning aid and methodology, faculty approach and course outcomes. The lesson plan generally highlights the content and total lectures for the completion of the curriculum. Monitoring of implementation of the lesson plan is done by HOD & IQAC and corrective action is suggested. The laboratory Schedule is prepared by the concerned faculty and batch-wise details are specified in the laboratory schedule. Timetable of regular lectures for the semester is prepared as well as displayed on the notice board.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

The Institute has well-defined learning outcomes. The vision and mission of the institution emphasize on promoting value based education through motivated & trained faculty to prepare the students to accept the challenges of globalization. The vision and mission statements are displayed on the college website and at various key positions in the college building. Programme Educational Objectives (PEO), Programme outcomes (PO) and course outcomes (CO) have been defined by every department. PEOs and POs are displayed in all the department classrooms, laboratories and COs are discussed by faculty members in the classrooms. PEOs & POs are published on the college website. At the end of every semester, all the departments evaluate POs and COs by using tools like mid-term results, exam results, and yearly alumni feedback etc. The course outcomes are written by the respective faculty member using action verbs of learning levels suggested by Revised Bloom Taxonomy. All the faculties were writing appropriate COs for each course of the program from the first year to the fourth year in a four-year engineering degree program.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

The institution and an individual faculty member do use assessment/ evaluation outcome as an indicator for evaluating student performance and achievement of learning objectives. It is used in planning necessary corrective measures in case of deviation from the expected outcome. Some of the details of the learning process being followed by the institute/ department/ Faculty. Marks obtained in tutorials, performance in the mid-sem exam and attendance percentage. Term work marks are calculated based on these assessments. General classroom behavior of the students is also kept in mind when evaluation of a student is undertaken. Online mock exam results help in knowing the performance and efforts can be taken by faculty to improve the performance of the student. Considering the performance of students, teachers can modify the teaching-learning process for the overall development of students and achieve the Programme Outcomes. The process of attainment of COs, POs, and PSOs starts from writing appropriate COs for each course of the program from the first year to the fourth year in a four-year engineering degree program. The course outcomes are written by the respective faculty member using action verbs of learning levels suggested by Revised Bloom Taxonomy. Then, a correlation is established between COs and POs in the scale of 1 to 3, 1 being the slight (low), 2 being moderate (medium) and 3 being substantial (high). A mapping matrix is prepared in this regard for every course in the program including the elective subjects. The course outcomes are written and their mapping with POs are reviewed frequently by a committee of senior faculty members and HOD before they are finalized.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

2.6.3 Average pass percentage of Students

Response: 96.88

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 745

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 769

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.33

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 8.64

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0.739 | 1.27 | 6.4 | 0.195 | 0.04 |

File Description

Document

List of project and grant details

[View Document](#)

3.1.2 Percentage of teachers recognised as research guides at present

Response: 5.56

3.1.2.1 Number of teachers recognised as research guides

Response: 12

3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0.09

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

Response: 17

3.1.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 968

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

Institution has created an eco system for innovations and other initiatives for creation and transfer of knowledge under which we nurture, guide and promote some brilliant ideas of entrepreneurs. We have done 12 projects from AY-2013 to AY- 2017. The team has been learning at all stages of the project from designing to fabrication of antennas, testing and simulating models of designs, exploring circuitry and mechanical parts of the project. Institution has created an eco system for innovations and other initiatives for creation and transfer of knowledge under which we nurture, guide and promote some brilliant ideas of entrepreneurs.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 39

3.2.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 13 | 9 | 3 | 6 | 8 |

| File Description | Document |
|--|-------------------------------|
| List of workshops/seminars during the last 5 years | View Document |

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: No

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: No

3.3.3 Number of Ph.D.s awarded per teacher during the last five years

Response: 0.23

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 3

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

Response: 13

File Description

List of PhD scholars and their details like name of the guide , title of thesis, year of award etc

Document

[View Document](#)

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

Response: 0.46

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 37 | 16 | 16 | 14 | 7 |

File Description

List of research papers by title, author, department, name and year of publication

Document

[View Document](#)

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

Response: 1.32

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 81 | 33 | 55 | 39 | 47 |

| File Description | Document |
|---|-------------------------------|
| List books and chapters in edited volumes / books published | View Document |

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

Institute has established university approved NSS wing in A.Y.2012-13 followed by extension work from the current academic year. The objective of NSS is to reflect the essence of democratic living and upholds the need for self-less service. NSS helps the students develop appreciation to other person's point of view and also show consideration to 'other living beings'. The philosophy of the NSS is well reflected in this, which underlines on the belief that the welfare of an individual is ultimately dependent on the welfare of the society on the whole. Therefore, the NSS volunteers shall strive for the well-being of the society which mainly promotes the improvement in the community service along with leadership qualities with good moral and ethical values which helps the student for holistic development.

The College has 1 unit, with the strength of 50 volunteers along with the program officer of NSS unit. Every student member of NSS serves for a period of at least two years within community service, per year, excluding annual camps. Institute is interested to inculcate the social awareness among our students; thereby institute has selected 50 students from various departments. These students serve for various villages and in and around Bengaluru. Students donate their blood on campus in blood donation drive and according to the need of the patient at government and private hospitals in Bengaluru for different situations.

The major strength of this college is its ability to ensure the holistic development of students to make them responsible citizens by teaching the moral values. The college management always motivates the students' social participation and also drives to achieve its goal of providing higher technical education to create an equitable society with ethical values. To provide quality based education to the students by inculcating moral values, scientific temper and employing state of art technologies. It aims to pursue excellence towards creating students with a high degree of intellectual, professional and cultural development to meet the national and global challenges. The institute is conscious of its role in campus community connection, the wellbeing of its neighborhood and has initiated a number of community development activities. In the academic year 2013-14: **Health For Village Peoples And Personal Hygiene, Bheemanakuppa Village**

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

3.4.2 Number of awards and recognition received for extension activities from Government

/recognised bodies during the last five years**Response: 0**

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

File Description**Document**

Number of awards for extension activities in last 5 years

[View Document](#)**3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years****Response: 4**

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 1 | 0 | 1 |

File Description**Document**

Number of extension and outreach programs conducted with industry,community etc for the last five years

[View Document](#)**3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years****Response: 0.09**

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-

wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 6 | 2 | 2 | 1 | 2 |

| File Description | Document |
|---|-------------------------------|
| Average percentage of students participating in extension activities with Govt or NGO etc | View Document |

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 17

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 7 | 7 | 0 | 2 | 1 |

| File Description | Document |
|--|-------------------------------|
| Number of Collaborative activities for research, faculty etc | View Document |

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 8

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 5 | 1 | 1 | 0 | 1 |

| File Description | Document |
|---|-------------------------------|
| Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years | View Document |

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

Don Bosco Institute of Technology has one of the preeminent infrastructures to afford complete learning practice for students and the faculty. Most of the class rooms are furnished with projectors. Seminar Halls, Auditorium and Conference Hall etc., offer the out-of-the classroom learning experience.

The laboratories are well fortified and engrossed on providing hands-on experience to students and faculty. Research laboratories are available to persuade the research curiosity in students and the faculty members to take up more projects.

There are 810 computers on campus including 10 servers. The internet bandwidth is 100 Mbps. The Student Computer ratio is 1:4.2 and computers with internet facility. All departments have separate computer laboratories with appropriate software packages. All hardware and software packages are updated depending on requirement basis. A National & International workshop & Conferences has been conducted to enhance the knowledge of students in the area of new innovation & to minimize the gap between industry & curriculum.

The central library has all study materials, books, e-Journals/e-Books and digital contents. A significant amount of the annual budget is utilized for procurement of books, e-Journals, print-Journals and periodicals. The facilities of the Library include: Online Public Access Catalogue (OPAC), Book Bank, Current Periodical Display, Inter Library Loan (IIL). NPTEL videos, course material, old VTU question paper are available in intranet to facilitate the students & faculty for their academic achievement. A National & International Seminars & Workshop on Effective Organization and usage of resources in libraries has been conducted on campus. The value addition programmes related to the awareness of Resource content and the importance of competitive examinations are also organized on campus.

The college stimulates sporting attention among the students by crafting outstanding infrastructure for sports. The foremost outdoor and indoor facilities include: Basketball Court, Ball Badminton court, Volleyball court, Table Tennis, Chess, modern gymnasium and adequate sports equipment to conduct numerous sports/games events. VTU Inter College Soft Ball Tournament, Cricket, Archery has been conducted. Annual sports day events are conducted regularly and students of the institute often win several impressive rewards.

The College has a special transport section, which takes care of transport schedules for many educational drives. There are 12 vehicles including buses, cars for the usage of students and the faculty. A distinct Dispensary is available for medical care.

The College has diverse maintenance facilities like civil, electrical, water, gardening, AC maintenance and housekeeping to preserve the whole campus with committed groups. Adequate water facility is available throughout the year and 24 hours power supply is maintained on campus with enough generators to afford uninterrupted power supply throughout the academic sessions.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

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

Response:

Don Bosco Institute of Technology is committed to establishing high standards to educate, enhance and excel in imparting sports education, by well qualified and experienced faculty devoted in nurturing students into socially responsible sports person through training. Don Bosco Institute of Technology, Department of Physical Education & Sports is a cell of major activity in the Campus. It was established in 2001 it is Affiliated to Visvesvaraya Technological University (VTU, Belgaum). The Department of Physical Education & Sports is well equipped with modern infrastructure and conducts activities like Basketball, Volleyball, Badminton, Table Tennis, Cricket, Handball, Softball, Judo, Football, Netball, Chess, Carom, Athletics and Martial Arts. Sports are in fact a way of life for the student's health and fitness and those looking for professional star status. Physical education, a learning experience, offers a unique opportunity for the problem – solving, self-expression and socialization. A well-implemented, comprehensive programme is an essential component for the growth of both mind and body.

Physical Education is one of the important aspects of the educational programme of Don Bosco Institute of Technology. The Campus is well equipped with modern infrastructure for physical Education and sports. Training is provided in various modern and traditional Indian games. The activities include Basketball, Volleyball, Badminton, Table-tennis, Cricket, Handball, Softball, Throw ball, Judo, Football, Netball, Chess, Carom, Athletics, Martial arts under modern games; and Yoga, Kho-Kho, Kabbadi, etc. under the traditional sports activities of India. The objective is to make sports and physical activities an important part of the daily routine making it a way of life and generating fitness awareness among the masses. The programme of physical education provides opportunities to participate in various competitions inside the campus as intramural competitions and also at the national/ state/ district/ zonal/ inter-zonal/ selection trials/ inter-university/ South zone inter-university/ All India university tournaments as extramural competitions and thus develop a personality.

Department of Physical Education & Sports has actively participated in Inter-Collegiate Sports and Games organized by VTU and other organizations. We had organized VTU Single Zone Ball Badminton tournament in the year 2004-2005, VTU Single Zone Soft Ball Inter-Collegiate tournament 2011-2012, VTU Bangalore South Zone Foot Ball tournament 2013-14, VTU Bangalore South Zone Foot Ball tournament 2014-15, VTU Single Zone Archery Competition 2014-15, VTU Bangalore south Zone Volley Ball tournament 2016-17, VTU Single Zone Soft Ball Inter-Collegiate tournament 2016-2017, VTU Bangalore South Zone Cricket tournament 2018-19, VTU Single Zone Archery Competition 2018-19 and also organized International Conference On “Advent Of Technology & Its Implication On Sports And Physical Education 5th – 7th January 2017 has been conducted. Annual sports day events are conducted regularly and students of the institute often win several impressive rewards.

Don Bosco Institute of Technology has **Cricket Field**: Cricket is one of the popular games of the country. The campus has a play ground. **Basket Ball court**: An Outdoor basketball court is located in front of the

girls Hostel, **Foot Ball**: for Foot Ball, Hockey, Athletics & other events. VTU Inter-Collegiate tournaments are conducted here.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 78.33

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 47

| File Description | Document |
|--|-------------------------------|
| Number of classrooms and seminar halls with ICT enabled facilities | View Document |
| Link for additional information which is optional | View Document |

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 45.45

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 397 | 145 | 326 | 436 | 376 |

| File Description | Document |
|---|-------------------------------|
| Details of budget allocation, excluding salary during the last five years | View Document |

4.2 Library as a Learning Resource

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

Response:

- Name of the ILMS software: **Libsoft**
- Nature of automation (fully or partially): **Fully**
- Version: **Version 9.8**
- Year of Automation: **2002**

Note: Planning to Implement Koha software for library automation.

The central Library has adequate no. of books, reference books. Library offers internet service to students and staff. There are no Specified hours for internet usage in the library. A knowledge portal 61.12.77.22 (OPAC) is being maintained by the librarian for the benefit of student and staff and also e-resources such as NPTEL, EDUSAT, E-Learning etc,. The institution provides teachers with ICT tools for effective teaching such as www.impartus.com

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

List of rare books and knowledge resources for library enrichment

| Sr. No. | Acc. No. | Name of the Book | Name of the Publication | Name of the Authors | No. of Copies | Year of Publishing |
|---------|----------|--|-----------------------------------|-------------------------|---------------|--------------------|
| 1 | 667 | Harvard business review on measuring corporate Performance | Harvard Business School Press USA | Harvard Business School | 1 | 2008 |
| 2 | 668 | Harvard business review on corporate strategy | Harvard Business School Press USA | Harvard Business School | 1 | 1999 |
| 3 | 669 | Harvard business review on sales & selling | Harvard Business School Press USA | Harvard Business School | 1 | 2008 |
| 4 | 670 | Harvard business review on breakthrough leadership | Harvard Business School Press USA | Harvard Business School | 1 | 2001 |
| 5 | 671 | Harvard business review on crisis management | Harvard Business School Press USA | Harvard Business School | 1 | 2000 |

| | | | | | | | |
|----|------|---|--|---|---|------|--|
| | | | School Press USA | | | | |
| 6 | 672 | Harvard business review on making smarter decisions | Harvard Business School Press USA | Harvard Business School | 1 | 2007 | |
| 7 | 673 | Harvard business review on manufacturing excellence at Toyota | Harvard Business School Press USA | Harvard Business School/Harvard Business School | 1 | 2008 | |
| 8 | 691 | Classic Drucker from the pages of Harvard business review | Harvard Business School Press USA | Drucker, Peter F. | 1 | 2008 | |
| 9 | 713 | Cases in entrepreneurship : the venture creation process | Sage Publications India. Pvt. Ltd. New Delhi | Morse, Eric A. | 1 | 2009 | |
| 10 | 714 | Cases in leadership | Sage Publications India. Pvt. Ltd. New Delhi | Rowe, Glenn W. | 1 | 2009 | |
| 11 | 2613 | Concise atlas of the world | Dorling Kindersley London | Dorling Kindersley | 1 | 2011 | |
| 12 | 5103 | Harvard business review on profiting from green business | Harvard Business School Press USA | HBS | 1 | 2008 | |
| 13 | 5220 | The case study hand book | Harvard Business School Press USA | Ellet, William | 1 | 2007 | |
| 14 | 5240 | How to write a marketing plan | Kogan Page New Delhi | Westwood, John. | 1 | 2013 | |
| 15 | 5241 | How to write a business plan | Kogan Page New Delhi | Finch, Brian. | 1 | 2013 | |
| 16 | 5246 | Develop your leadership skills | Kogan Page New Delhi | Adair, John | 1 | 2013 | |
| 17 | 5250 | IIM Ahmedabad business books strategic for growth | Random House India Noida | Ghosh, Atanu. | 1 | 2012 | |
| 18 | 5448 | The marketing white book | ABP Publication New Delhi | Business World | 1 | 2013 | |
| 19 | 5776 | HBR'S 10 must reads on managing yourself | Harvard Business School Press USA | HBR | 1 | 2010 | |

| | | | | | | | |
|----|------|---|-----------------------------------|-----|---|------|--|
| 20 | 5777 | HBR guide to managing stress at work | Harvard Business School Press USA | HBR | 1 | 2014 | |
| 21 | 5778 | HBR'S 10 must reads on managing people | Harvard Business School Press USA | HBR | 1 | 2010 | |
| 22 | 5779 | HBR'S 10 must reads on change management | Harvard Business School Press USA | HBR | 1 | 2011 | |
| 23 | 5780 | HBR'S 10 must reads on making smart decisions | Harvard Business School Press USA | HBR | 1 | 2011 | |
| 24 | 5781 | HBR'S 10 must reads on strategy | Harvard Business School Press USA | HBR | 1 | 2011 | |
| 25 | 5783 | HBR'S 10 must reads on communication | Harvard Business School Press USA | HBR | 1 | 2013 | |
| 26 | 5784 | HBR'S 10 must reads on innovation | Harvard Business School Press | HBR | 1 | 2013 | |

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |

4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

Response: A. Any 4 of the above

| File Description | Document |
|--|-------------------------------|
| Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc | View Document |

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)**Response:** 13.88**4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)**

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 12.62 | 8.4 | 9.44 | 16.04 | 22.9 |

| File Description | Document |
|---|-------------------------------|
| Details of annual expenditure for purchase of books and journals during the last five years | View Document |
| Audited statements of accounts | View Document |

4.2.5 Availability of remote access to e-resources of the library**Response:** Yes

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

4.2.6 Percentage per day usage of library by teachers and students**Response:** 0.61**4.2.6.1 Average number of teachers and students using library per day over last one year**

Response: 20

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

4.3 IT Infrastructure**4.3.1 Institution frequently updates its IT facilities including Wi-Fi****Response:**

Don Bosco Institute of technology is a leading institute in providing IT facilities among other engineering institutes in Bangalore. The campus uses state of art technology to facilitate the IT related LABS. Our campus and hostel are enabled with Jio Wi-Fi facility using Wi-Fi hardware provided by companies like Ubiquiti, Aurba, Digisol. The campus uses internet bandwidth of 100 Mbps and ISP as TATA. From 2010 our campus has been enabled with Wi-Fi and we are continuously updating. Internet service is available in the college for faculty and students every computer in the campus is connected to internet facility. The college has a digital library. The members of DBIT have free access to the college website donboscobangalore.education. CSE and ISE Department has Infosys Campus Connect Moodle Software for conducting quiz and Institution provides central ERP facility. The institution has a number of CCTV surveillance camera to monitor. Most of the classrooms in college have projectors and Revo android box for effective teaching. Adequate no. of a computer with printers', scanners and High-speed Internet is available in the office, exam section, computer room, and library. All Computers are in LAN with Internet bandwidth speed of 100Mbps. there are 997 computers and 44 application software installed at a different location in the institutions.

The central Library has adequate no. of books, reference books. Library offers internet service to students and staff. There are no Specified hours for internet usage in the library. A knowledge portal 61.12.77.22 (OPAC) is being maintained by the librarian for the benefit of student and staff and also e-resources such as NPTEL, EDUSAT, E-Learning etc,. The institution provides teachers with ICT tools for effective teaching such as www.impartus.com

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

4.3.2 Student - Computer ratio

Response: 37:12

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

Response: >=50 MBPS

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: Yes

| File Description | Document |
|---|-------------------------------|
| Facilities for e-content development such as Media Centre, Recording facility,LCS | View Document |
| Link to photographs | View Document |

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 50.23

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 345 | 316 | 440 | 415 | 370 |

| File Description | Document |
|--|-------------------------------|
| Details about assigned budget and expenditure on physical facilities and academic facilities | View Document |

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

Response:

We have a centralized maintenance department for the entire campus with full time salaried employees and the expenditure is a part of the income-expenditure account

Infrastructure: The institute has a separate section looking, after all, maintaining activities like cleaning and maintenance, civil, electrical, water, gardening, AC maintenance and housekeeping to preserve the whole campus with committed groups. The agencies for housekeeping, security, and cleanliness are outsourced. All type of civil repair and maintenance is carried out by a team of 10-12 Engineers headed by Mr. B N Ramesh. Most of the classrooms are well equipped with projectors. The engineers frequently visit all buildings for inspection. To initiate the soft skill development Institution also provided the classrooms with video capturing facilities is headed by a bunch of skillful technicians headed by Prof. Uma Shankar. The college stimulates sporting attention among the students by crafting outstanding infrastructure for sports. All sports activities in institutional level, as well as university level, are carried out by physical education department headed by Dr. Kumara swami. The central library has all study materials, books, e-Journals/e-Books and digital contents. A significant amount of the annual budget is utilized for the procurement of books, e-Journals, print-Journals, and periodicals. All facilities of the library will be updated according to

the requirements. The maintenance of the central library is taken care by library department headed by Prof. Somaray.

The College has a special transport section, which takes care of transport schedules for many educational drives. There are 12 vehicles including buses, cars for the usage of students and the faculty. A distinct Dispensary is available for medical care. All transportation activities of the college are maintained smoothly by a team headed by Mrs. Kushal.

Other Facilities under annual maintenance are as followed:

o

Water Purifiers

Water Coolers

RO purifier

Reprographic Facilities

Fire extinguishers

Air Conditioners

Equipment: During the departmental meeting, feedbacks are taken about infrastructure, facilities, and equipment of the laboratory. Every end and the start of the semester all the labs and facility of the department checked for smooth conduction of the laboratory classes. Immediate steps will be taken for urgent repair work. Mentors also take feedback from students about their classrooms and laboratories. Each lab has a dedicated lab supervisor who is mainly responsible to look after that particular lab under his/her domain. Sensitive equipments are maintained with the proper safety provisions in all the laboratories and offices by the respective in-charges. The power is distributed with proper earthing to all the labs, classrooms, offices etc from Main Control Board via Sub control Board which is having advanced circuit breakers to ensure safe and secure power supply. The college electrician and the supporting staff are taking care of electrical equipments and their maintenance. The water source is provided by submersible pumps ensuring the constant supply of water to college and hostel campus.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 38.16

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1588 | 2023 | 1256 | 574 | 134 |

File Description

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

Document

[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 2.37

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 67 | 92 | 53 | 49 | 71 |

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

Response: A. 7 or more of the above

| File Description | Document |
|---|-------------------------------|
| Details of capability enhancement and development schemes | View Document |

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 7.36

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 336 | 146 | 169 | 160 | 220 |

| File Description | Document |
|---|-------------------------------|
| Number of students benefited by guidance for competitive examinations and career counselling during the last five years | View Document |

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

Response: 2.1

5.1.5.1 Number of students attending VET year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 78 | 113 | 57 | 58 | 0 |

| File Description | Document |
|--|-------------------------------|
| Details of the students benefited by VET | View Document |

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

Response: Yes

| File Description | Document |
|---|-------------------------------|
| Details of student grievances including sexual harassment and ragging cases | View Document |

5.2 Student Progression

| 5.2.1 Average percentage of placement of outgoing students during the last five years | | | | |
|--|-------------------------------|---------|---------|---------|
| Response: 32.56 | | | | |
| 5.2.1.1 Number of outgoing students placed year-wise during the last five years | | | | |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 336 | 146 | 169 | 160 | 220 |
| File Description | Document | | | |
| Self attested list of students placed | View Document | | | |
| Details of student placement during the last five years | View Document | | | |

| 5.2.2 Percentage of student progression to higher education (previous graduating batch) | |
|--|-------------------------------|
| Response: 0.14 | |
| 5.2.2.1 Number of outgoing students progressing to higher education | |
| Response: 1 | |
| File Description | Document |
| Details of student progression to higher education | View Document |

| | |
|---|--|
| 5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations) | |
| Response: 50.38 | |
| 5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) year wise during last five years | |

| | | | | |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 2 | 4 | 2 | 2 | 2 |

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 4 | 12 | 2 | 5 | 7 |

| File Description | Document |
|---|-------------------------------|
| Number of students qualifying in state/ national/ international level examinations during the last five years | View Document |

5.3 Student Participation and Activities

5.3.1 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) during the last five years.

Response: 1

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 0 | 0 | 0 | 1 | 0 |

| File Description | Document |
|--|-------------------------------|
| Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years | View Document |

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

The Student Council of Don Bosco Institute of Technology has been established to promote the interests of the college and the involvement of students in the affairs of the Institution. The Board of Management has the authority to dissolve the Student Council as it deems appropriate. The purpose of the student council is to give students an opportunity to develop leadership by organizing and carrying out collage activities and service projects. In addition to planning events that contribute to the team spirit and community welfare the student council is the voice of the student body. They help each other, share student ideas, interests and concerns with the college-wide community.

The Student Council primarily provides an opportunity and enables students to work in partnership with staff, management and parents. The Student Council may also provide a forum for students to enhance their leadership and communicative skills, encourage an atmosphere of co-operation between students and staff, Provide opportunities for fundraising for student activities, charities etc. The Student Council encourage the students to act in a democratic manner and be independent. It assists with the organization of college events and extracurricular activities by providing an opportunity for students to consider policies relevant to them.

Don Bosco Institute of Technology is having various Students Councils such as NSS Forum, Cultural forum, Sports Council, Readers Forum etc. The Chairperson will be the principal of the college and will ensure that meetings are conducted in an orderly, democratic and business-like fashion. Any student who is interested in leadership, organizational behavior, event planning or becoming more involved in the college are welcome to be part of the Student Council.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 5.2

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 8 | 5 | 2 | 7 | 4 |

| File Description | Document |
|--|-------------------------------|
| Number of sports and cultural activities / competitions organised per year | View Document |

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

Yes. The institution has a vibrant Alumni Association. It arranges activities and major contributions for institutional, academic and infrastructure development. The college collects feedback from its graduates and employers to use it to develop its curricula, improve the facilities and the overall status of the college. The college organizes alumni meet periodically and collects the feedback and uses it for the improvement of the college. The institution collects program exit feedback from its graduating students. The students are requested to fill the exit feedback form before they receive their Transfer Certificate (TC). The data is collected and processed. The data is used to implement any corrective or preventive action to rectify any deficiencies. The Training and placement cell collects feedback from senior executives who visit the campus for campus interviews on the performance of the students in the campus interviews. This feedback is just passed on to the department to make the necessary action. Feedback from alumni is also collected regularly. This data is used to update the teaching and learning process, particularly to implement any tailor-made course for the students. The alumni association was established in the year 2012 with the mission of “DBIT Alumni Association” to create and maintain a lifelong connection between the institute and its alumni. Finding new ways to build an engaged membership base is an integral task of the association. Joining DBIT Alumni Association is one of the easiest ways to reconnect, give back to the institute and serve as a springboard for further involvement. The DBIT Alumni Association is a hub of activities for the positive outcome of all stakeholders. It is a front-runner to ensure the comprehensive growth of itself. Below is a list of activities arranged regularly.

- Annual alumni meet called **MILAN** once in a year to draw all alumni across all batches.
- Bi-annual alumni meet called **MILAN (Season – I)** and **MILAN (Season – II)** effective from the calendar year 2019. **(Season – I)** is an exclusive event to pool only **platinum batches** graduated during 2005-2012 (8 batches) held largely during the month of January. On similar lines, **(Season – II)** is another exclusive event for the rest of the batches.
- Each department also arranges in-house events such as **panel discussion / expert talk** by alumni to boost alma mater - alumni relations under the banner of their chapters.
- Regular association meetings of the executive committee and office bearers to take stock of the ongoing processes. It also helps alumni to learn about college programs, progress, concerns, and issues.
- To achieve self-sufficiency in each department in terms of providing internships, seminars & training sessions and placements to the students. On an average, about 7 students are placed every year through the alumni network.
- The signing of MOUs with corporate to enhance industry-institute interactions.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

5.4.2 Alumni contribution during the last five years(INR in Lakhs)

Response: <1 Lakh

| File Description | Document |
|---------------------------------------|-------------------------------|
| Alumni association audited statements | View Document |

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 20

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 11 | 3 | 2 | 2 | 2 |

| File Description | Document |
|---|-------------------------------|
| Number of Alumni Association / Chapters meetings conducted during the last five years | View Document |
| Report of the event | View Document |

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Institute Vision: "Don Bosco Bangalore to be the distinguished centre of excellence to nurture and transform the talent of millions through quality and value based education in the area of technology, management, and science through its innovative facilities of higher learning towards human excellence

Institute Mission: To Create a distinguished destination wherein personal, intellectual and professional qualities of the students to be strengthened through partnering with the industry, government and professional bodies in a collaborative effort.

Our persistent efforts will evidently create and develop future technocrats and proficient business leaders who will confidently attempt to improve the quality of life for the current generation.

Don Bosco Institute of Technology was established in 2001, is an institution that aims to provide high levels of teaching, research and extension activities in the field of technical and management education. At the Don Bosco Educational Institutions, we firmly believe that education is not about routine teaching and learning by heart or memorizing. We honestly consider that education is a lifelong process; it is not confined to the classroom and Institution manifestation is to promote quality education with a shade of moral and ethical values.

Don Bosco Institute of Technology is committed to deliver, to fulfill the promise and help students to excel not only in Academic field but also associated co-curricular and extracurricular activities, In essence, helps the students in their overall personality development during their studies at the institute. Our governing body is so reflective and the prime focus is on the vision and mission of the institute. The website <http://www.dbit.co.in> provides important information about the Don Bosco Group of Institutions and its perception of education and training with the eye on liberalization, privatization, globalization and intense competition for survival and progress.

It will detail our beliefs, our mission, vision and activities, infrastructure, our goals in the field of higher education and our urge to attain excellence. It provides an insight into our humble contribution to the cause of education and our efforts in nurturing our youth in facing the challenges of life in achieving a better future. Governing body designs and executes Short-term, Long-term plans in integrating departmental plans, findings of SWOC analysis and other recommendations from the stakeholders. Every year this process is conducted in the institution and at present long-term plan of VISION - 2020 is on. The policy and planning are carried out according to consultation with stakeholders. The Management and the Principal ensure that the institution forges ahead with all the planning, to consolidate and become one of the premier institutions. Top management with the help of the department wise committees consisting of faculties formulates quality policy and integrates the same in the strategic plan.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

6.1.2 The institution practices decentralization and participative management

Response:

The College follows the policy of decentralization. The Governing Body delegates all the academic and non-academic decisions based on policy to the college Committee headed by the Principal. The college Committee formulates common working procedures and entrusts the implementation through departments. The college ensures decentralization and thus delegates authority at different levels ensuring good governance. Powers are delegated to the HoD's in organizing workshops, seminars, preparation of class work, distribution of work to the faculty, teaching content beyond syllabus, inclusion of new and innovative experiments, the nomination of faculty members as a lab in charge etc., with the help of various committees.

The HoD's prepare the academic schedule in consultation with the faculty members of the department. The HoD's and faculty are empowered to give recommendation letters to the outgoing students of our institution. The institution also delegated authority to the administrative unit of the institution. The administrative department gives certificates like bonafide, attendance. All the faculty members meet, discuss, share their opinion and plan to conduct various events on behalf of the institute and committees are formed to conduct the event smoothly.

Faculty members are also involved in providing inputs in framing the course and examinations to be conducted by the institute. At a functional level, the faculty members participate in sharing the knowledge by discussing on the latest trends in technology during a faculty meeting. They are also encouraged in writing research articles. Faculty members also write joint research papers and share their knowledge.

The GC members give suggestions and monitor the procurement, introduction of new programs and welfare activities. The head of the Institution is responsible for academic, non-academic and administrative activities of the Institution. On behalf of the Institution, Principal of the college interacts and corresponds with AICTE, VTU, and Govt. of Karnataka, Affiliating University, etc.,

The department coordinator manages the day to day activities of the department and keeps a track of co-curricular and extra-curricular activities in the College. Other units of the college like sports, arts, library etc. have operational autonomy under the guidance of the various committees/clubs/associations and students are involved from various departments in the decision-taking process. The departmental heads are normally appointed on the basis of Institutional seniority of the members of the department.

At HOD Level: Given Autonomy to set their departmental objectives and design an action plan to achieve them in an interactive manner. Self-appraisal is taken academic year wise, to find out their progress and those who are successful in reaching their goals are advised to set higher goals and advised to give focus in positioning the department to attain number one status.

At Faculty Level: are given representation in various committees and conduct various programs to show

their abilities. Encourage to develop leadership skills by being in charge of various academics, co-curricular, and extracurricular activities. Encourage to conduct industrial tours and to have a tie-up with industry experts and organized workshops/seminars.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

The institution has a perspective plan, where the following areas are considered as key area:

- Academic expansion to introduce new programmes to get permanent affiliation, NAAC accreditation, and NBA accreditation to sign MoU's with different industries.
- The college management gives liberal freedom and tractability to the Principal together with the department committees to lead all the academic activities of the College. They regularly meet and take necessary steps to formulate and implement strategic plans of the Institution.
- Mentorship is introduced in all the departments and it is commendably supervised by the Principal. he invites suggestions from senior staff and to study the impulses of the Institute in general and take steps for further improvements and recommend the management for modifications.

The following strategies are adopted by the institution to monitor and evaluate policies:

- Regular meetings of the Councils (Governing Council and IQAC).
- The feedback system (Regular feedback from Alumni Members, Staff and Students.)
- Periodical academic audit team visits the departments (Twice in a Semester).
- Regular visits of the Principal to the departments and interaction with heads of the departments.
- Head of the department monitors the system of each departmental activities regularly.
- Annual Evaluation and management review and Presentation by each Department HOD's regarding their activities.

Faculty Development Program (FDP Activity):- Institute started the activity of FDP to groom our teachers in a variety of areas, initially faculties whose feedback is excellent to share about their teaching style. Some teachers came forward and also shared their ideas of teaching as a part of FDP. Many faculties came forward to share their knowledge on the technical or non technical topic also. With this, FDP started in Don Bosco Institute of Technology with the concepts of "Self Help Group" initiated with/without taking money from management. We are planning to start FDP calendar for each semester and also to offer certified courses to faculty for academic and personal growth.

| File Description | Document |
|--|-------------------------------|
| Link for Additional Information | View Document |
| Strategic Plan and deployment documents on the website | View Document |

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

Patron is the Chairman of the Governing Body. The Governing Body is responsible for Policy making and to verifying the reports through the Executive Director and Secretary. The decision-making procedures are made at appropriate levels in the organizational hierarchy. The university/ government guidelines are also included in the organizational structure of the institution. A committee comprising of faculty members and administrative staff are involved in the planning and implementation, academic audit and evaluation.

There are different bodies that give academic and administrative leadership to the Institution. An optimum level of decentralization through the departmental system and participative decision-making process are in practice.

Service Rules:

The institution strictly follows the service rules according to the AICTE norms. It's been uploaded on the website too. The institution runs for 8 hours. The teaching and non-teaching faculty have the benefits of PF, ESI, Casual Leaves, and Maternity leaves etc.,

Recruitment is taken place according to the norms of the University, a body comprising of Executive director/Secretary, Principal, HOD and Subject experts decides the worthiness of the faculty member by his/her performance in the interview according to the parameters they are looking for.

Promotional policies:

The Institution follows the good academic standards; provide nominal cost transport facility to poor students and Gold and Silver Medals for students achieving First Class with distinction.

Grievance Redressal Mechanism:

Once the members of the faculty, non-teaching staff or supporting staff concerning their appointments or employment where the grievances relate:

- To matters affecting themselves as individuals
- To matters affecting their personal dealings or relationship with other staff members of the college or students
- If other remedies within the faculty, staff, department or other similar area have been exhausted, the

member of the staff may raise the matter with the Head of the department or similar authority.

- If the staff member is dissatisfied with the result of approach as mentioned above or if the grievance directly concerns the HOD of the department, the staff member may directly approach the Principal for the redressal of his/her grievance.
- If the Principal feels that the grievance is trivial or invalid, he will take no action upon it. If he feels otherwise he/she shall inform the grievance committee and take the action accordingly.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

6.2.3 Implementation of e-governance in areas of operation

- 1.Planning and Development
- 2.Administration
- 3.Finance and Accounts
- 4.Student Admission and Support
- 5.Examination

Response: C. Any 3 of the above

| File Description | Document |
|---|-------------------------------|
| Screen shots of user interfaces | View Document |
| Details of implementation of e-governance in areas of operation Planning and Development,Administration etc | View Document |

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

Governing BodyMinutes of Meeting-

- 1.Agenda (List out the points to be included)
- 2.Discussions & Resolutions (List out the points to be discussed) Discussions (List out the points to be discussed)
 - 1.Ratification of Principal
 - 2.SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis (List out the points to be discussed)

Resolutions (List out the points to be discussed)

- 1.Suggestions by the governing body members

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

6.3 Faculty Empowerment Strategies

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

Response:

List of Welfare measures provided by Institute for teaching and non-teaching staff:

1. Various leaves available to teaching and non-teaching staff is vacation leave, casual leave and maternity leave for ladies staff.
2. Fees installments scheme for wards of staff.
3. Employee Provident Fund for teaching and non-teaching staff.
4. Loan facility is available for institute staff through ICICI Bank
5. Ambulance and doctor are available on the campus.
6. Transport facility for teaching and non-teaching staff.
7. Employee Welfare fund

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

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

Response: 14.48

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 59 | 35 | 15 | 16 | 19 |

| File Description | Document |
|--|-------------------------------|
| Details of teachers provided with financial support to attend conferences,workshops etc during the last five years | View Document |

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years**Response:** 8.6

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 9 | 5 | 8 | 13 | 8 |

| File Description | Document |
|---|-------------------------------|
| Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff | View Document |

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years**Response:** 16.12

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 16 | 36 | 54 | 29 | 20 |

| File Description | Document |
|--|-------------------------------|
| Details of teachers attending professional development programs during the last five years | View Document |

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff**Response:**

The Performance Appraisal Reports (PBAs) provide good feedback to faculty and help them in understanding the changing needs of students. All faculty members fill prescribed Performa for self-appraisal. PAS system encourages faculty members to make excellent performance in teaching-learning,

and research. The institution has a performance-based appraisal system for the Assessment of teaching and non-teaching staff.

The Appraisal report is based on the Annual performance of the employ on the basis of their academic, research and other extra-curricular activities. It is also based upon his/her relation with the students, colleagues, and administration.

The above set performance appraisal report is to be filled by employees in a given prescribed Performa which includes all the above set related to points and sub-points. The views of the employ filled in the prescribed Performa are reviewed by HOD's, and principal. The overall report is further reviewed by the chairman of the governing body and final performance functioning status is setup and confidentially recorded in the office.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The institute has a mechanism for internal and external audit. We have our own internal audit mechanism where internal audit is an ongoing continuous process in addition to the external auditors to verify and certify the entire income and expenditure and the capital expenditure of the institute each year. Qualified accounts staffs have been permanently appointed and a team of staff under them does a thorough check and verification of all vouchers of the transactions that are carried out in each financial year.

Likewise, an external audit is also carried out on an elaborate way on statutory requirement basis. The institutional accounts are audited regularly by our statutory auditors. So far there have been no major findings / objections. Minor errors of omissions and commissions when pointed out by the audit team are immediately corrected / rectified and precautionary steps are taken to avoid recurrence of such errors in the future. The institute regularly follows accounting standards and financial audit system. From the financial year 2017-18, most of the cash transactions are stopped, and E Payments are introduced.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

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

Response: 0

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| Details of Funds / Grants received from non-government bodies during the last five years | View Document |

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

Response:

The availability of fund is essential for our organization, society, family or co – operatives but the mobility of fund is even more important. If the mobility is in the right direction and coordinated then the level of progress is high otherwise it becomes ineffective even though the fund is available. Therefore the mobility of fund is important for the development of the organization.

The principal and the committees of the college monitor the use of resources received for the year. The allocated funds are utilized to purchase equipments, chemicals, organize seminars, workshops and conferences etc. The administration and finance department and the management board, review the use of resources including audit, budgets, and accounts. They make a recommendation for better handling of resources and effective mobilization of available funds.

For the smooth working of our college, various department committees have been constituted, each committee studies its own field and analysis to requirements and then forwards it to the principal with expected expenditure and planning. Planning and analysis committee of the principal look over these requirements minutely and then adding the future aspects and planning and forward it to finance. Finance Department goes through minutely all the suggestion and analysis and then act accordingly for the betterment of students, professors, non- teaching staff, the report is finally handed to the management.

No institution is recognized by its infrastructure but by the success of students studying in it. Therefore 20% of the income is invested in the purchase of books and apparatus, sports, youth festival, and some other programs. For the smooth running of the institution professors and employers are appointed 65% of the income is spent on their salary and up-gradation.

A healthy mind resides in a healthy body, for these various programs like sports, yoga, personality development, and other activities are organized and the finance department spent 5% of the income on this. In this way, students are proceeds towards their bright future by gaining knowledge and their overall development.

For the effecting teaching and learning it is very important that the environment and campus of the institution should be clean and attractive. The entire college staff and students are always ready for it. In campus the garden is maintained for this 1% of the fund is provided.

There is always a need for maintaining and upgrading the facilities provided by the college from time to

time. In addition improvement in infrastructure is also needed. Hence there is the provision of 2 % of the fund for electricity, water, an internet website, and telephone bills.

To upgrade the students, professors, and employees various programs such as guest lectures, seminars, discussions are organized. Not only this, they are encouraged to participate in different institution, research work. Approximately 1% of the fund is spent on maintenance of apparatus and purchase.

In this way, 6% of the fund is kept safe for miscellaneous expenses and for certain emergency situation

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

6.5 Internal Quality Assurance System

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

Response:

Best Practice 1: Title of the Practice: Online Quiz test (Data Need)

Best Practice 2: Title of the practice: Spoken English and personality development course objective of the practice to make students fluent speakers of English, to boost career skills, to involve students in mock symposium activities and to motivate, guide & prepare students for real symposium and empower them to take various initiatives from first year itself.

Best Practice 3: For better employability couple of major reasons highlighted is the communication skills and confidence levels of these engineers were recorded. In order to solve these problems and train our students, this initiative has been started.

Best Practice 4: Various activities are conducted to motivate and to improve the students. Activities like -Group discussion, presentations, vocabulary building, public speaking, letter writing, phonetics, interpersonal skills, grammar, interview techniques etc.

Best Practice 5: The students are using language lab on regular basis. To improve Communication skills faculty members are regularly giving training to the students for developing their personality. This process will be running throughout the academic year. Evidence of Success: Our students have been able to confidently face various interviews that the placement cell arranges for them. The students have been able to take various initiatives within the organization and have been able to win various competitions with the help of the confidence gained through this process.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

The institute's teaching, learning, and assessment strategies are continually reviewed, ideas for improvement identified, and implemented. Some of these include:

1. For the effective teaching-learning, the process defined is as follows: Preparation of calendar of event and activities, preparation of course file by individual faculty, preparation of course plan (course wise), weekly report of syllabus coverage, monitoring of monthly attendance, result in analysis of internal tests (CAT-I, II and III) and final exam.
2. The seminars and workshops conducted for the faculty
3. Examining students by conducting three internal tests and three assessments per subject.
4. Holding extra classes for course completion on time.
5. The arrangement of remedial classes, doubt clearing classes for slow learners
6. Establishment of a research cell in order to encourage research activities
7. Automation and digitalization of library
8. Provision of Wi-Fi facility and smart classes
9. Increased usage of ICT tools in the teaching-learning process.
10. Preparation of course plan at the beginning of every session
11. The suggestion/complaint box is placed in every department. Suggestions are considered while framing policies related to the institution.
12. The staff council meeting is held at the beginning of the session to discuss the plan for the session.
13. Outcome-based learning. The institute's prime focus is on high academic performance, through outcome-based learning and evaluation process. Greater importance for continuous assessment, creatively implemented as per the needs of each course (with the appropriate combination of assignments, projects, in-class discussions, presentations, the creation of models and videos, etc.)
14. Learning is made student-centric through a series of lectures, seminars, presentations, and industrial visits. IQAC helps to maintain and sustain quality parameters of the institute in every aspect of academics.
15. The quality of teaching is monitored through feedback which is obtained from the students to assure quality in teaching and learning process. The students' academic progress is monitored regularly by a well-structured and executed mentorship program.
16. Detailed course plan in line with the prescribed syllabus for every theory course and a separate lab cycle for lab courses ensures smooth conduct of classes.
17. Teacher's study materials [soft copy-PowerPoint/PDF presentation, Simulation & animation] are shared with students.
18. Facilities required for the use of ICT are provided by management. Teaching faculty and students are encouraged to use the latest technology such as LCD, internet, etc., in the teaching-learning process. Effective monitoring of academic processes.
19. Healthy faculty-student ratio is maintained. Hiring well-qualified staff as available, rather than just as per need (to go well beyond minimum requirement).

20.Prizes are given for the best project.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 1.4

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 4 | 3 | 0 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| Number of quality initiatives by IQAC per year for promoting quality culture | View Document |

6.5.4 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
- 2.Academic Administrative Audit (AAA) and initiation of follow up action
- 3.Participation in NIRF
- 4.ISO Certification
- 5.NBA or any other quality audit

Response: C. Any 2 of the above

| File Description | Document |
|---|-------------------------------|
| e-copies of the accreditations and certifications | View Document |
| Details of Quality assurance initiatives of the institution | View Document |

6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)

Response:

Don Bosco Institute of Technology always ready to adapt new technologies for better future of students. For new technologies, the training and hands-on sessions are organized. e-learning is a computer-based educational tool or system that enables you to learn anywhere and at any time. Today e-learning is mostly delivered through the internet, E-learning offers the ability to share material in all kinds of formats such as videos, slideshows, word documents, and PDFs. Action Plan of the institution has been involved in course training activities especially the activities include online courses, quizzes, comprehensive **course outcome attainment**, assignment, and future Scope.

In addition to upgrading the skills of the existing student, the centre focuses on providing newcomers with a hands-on approach to all aspects of the organization. Future scope as it is easy to access and use social networking websites from anywhere in the world and at any time, they have gained more popularity among people. Moreover, social media sites provide a vast amount of information useful for educators and thus make students learn dexterously discriminate between what information is useful for them and what is not. Thus, social networking sites not only play a vital role in connecting people but also play an escalating role in education. Don Bosco Institute of Technology also conducts software training workshops and give certificates to those who pass an online test. This is really help students in placement.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 1

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 0 | 0 | 0 |

File Description

Document

Report of the event

[View Document](#)

List of gender equity promotion programs organized by the institution

[View Document](#)

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

Response:

1. Any physical infrastructure housing students, whether Institution or hostels, should be secured by a boundary wall of such height that it cannot be scaled over easily. In order to further fortify it, a fence of spiraling barbed wires can be surmounted on the wall so that unauthorized access to the infrastructure is prevented effectively. The entry points to such housing units should be restricted to three or less and they should be manned by at least three security guards, sufficiently armed, CC TV cameras, identity verification mechanism and register of unknown entrants/visitors with their identity proofs and contact details. At least one woman security personnel should be deployed at such entry points so that physical security check of girl students or visitor can be undertaken. The bags and other belongings of students/visitors can also be examined, manually and/or by metal detectors, in order to secure a weapon-free and violence-free campus. The biometric way of marking student attendance, both in Institution as well as hostels, can be an effective way to overcome proxy. Such digital mechanism can enable institutions to keep an eye on a student's movement and whereabouts in a failsafe manner. Students and staff should be provided easily identifiable and authentic ID cards and wearing of such cards in the institutional premises must be made compulsory by the administration. Institutions should flash at frequently visited junctions like canteen and notice boards, helpline numbers against ragging, sexual

harassment, accidents, calamities and so on developed by UGC, State Governments or Institutions so that students can record and use them as and when required.

2. The institution should mandatorily put in place a broad-based “Students Counseling System” for the effective management of problems and challenges faced by students. It should be a unique, interactive and target-oriented system, involving students, teachers, and parents, resolved to address common student concerns ranging from anxiety, stress, fear of change and failure to homesickness and a slew of academic worries. It should bridge the formal as well as communicative gaps between the students and the institution at large. Teacher counselors, trained to act as the guardians of students at the college level, should remain in close touch with the students allotted to them (batch of 20 students) throughout the year, cater to their emotional and intellectual needs and convey their growth report and feedback on attendance, examination results etc., to their parents at regular interval of time.

3. The campus has various facilities for the requirements of residential students like central heating in rooms, cafeteria, student clubs, round the clock Internet facility in all hostel rooms, sports facilities (indoor & outdoor), gyms, laundry, library (24/7), medical dispensary, auditorium, Park, Conveyance facility to nearest towns at weekends and holidays, Bank with an ATM, 24 hours power back-up and an exclusive building for dining space, Auditorium to cultural functions, magazines and periodicals in library and hostel common rooms.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

7.1.3 Alternate Energy initiatives such as:

1. Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 30

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

Response: 186933.6

7.1.3.2 Total annual power requirement (in KWH)

Response: 623112

| File Description | Document |
|---|-------------------------------|
| Details of power requirement of the Institution met by renewable energy sources | View Document |
| Link for Additional Information | View Document |

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 50

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 93466.5

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 186933.6

| File Description | Document |
|--|-------------------------------|
| Details of lighting power requirements met through LED bulbs | View Document |

7.1.5 Waste Management steps including:

- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

The main source of solid waste is

1. Food waste generated from canteen and mess.
2. Sanitary waste.

Food waste generated from canteen will be collected and composted in the campus and another waste such as paper, plastic etc is generated in various forms in various places is collected throughout campus in centralized form then the waste will be sent through municipality waste management for safe disposal of solid waste.

For the sanitary waste which is coming throughout the campus collected and all necessary precaution is taken. Then the waste is sent to the Septic to decompose the solid waste in a scientific manner and safe disposal.

LIQUID WASTE MANAGEMENT:

We have a sewage treatment plant since 2015 with a capacity of 120 KLD in our campus. The waste water which is generated from Laundry, kitchen, canteen, Toilets etc throughout the campus is been collected at the centralised system of the sewage treatment plant. the collected liquid waste water has been treated by means of various steps to make potable water.

After the treatment water has been recycled for the cultivation of plant and to maintain greenery in the campus.

The sludge which is left after the treatment is used as fertilization of plants and also using for research

purpose how to make effective use of waste in agricultural purpose to make benefit in term of environmentally friendly.

A prototype biogas plant of 1000 liters is installed in the campus for demonstration projects on renewable energy form.

It has been proposed to make effective use of waste water in flushing toilet in the current year.

BIODIESEL

PRODUCTION

Vegetable oil undergoes a transesterification process to become biodiesel. Alcohol and a catalyst are added to separate the fuel from the byproducts. Methanol (alcohol) and sodium hydroxide (catalyst) are added to the raw oil and the chemical reaction (transesterification) yields biodiesel and glycerin. Glycerin, the heavier of the two byproducts, sinks to the bottom of the mixing tank and can be used for manufacturing soaps and other pharmaceuticals. Some alcohol can be recovered and reused.

E-Waste generated and disposal

Old and obsolete computers, printers and other equipment which are discarded by the department after complete inspection and verification by the hardware engineers from EDP are sent to the central store, to store the electronics equipment and computer. Salvageable parts are reused in other defective systems and making it in working condition, then thereafter those computers and equipment are sent to schools of DSI and other organizations for further use. Remaining parts of the equipment are outsourced through vendors as scrap material for further e-waste management or through buy back arrangement by the EDP.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Rain water harvesting (RWH) is a technique of collection and storage **of rainwater** into natural reservoirs or tanks, or the infiltration of surface **water**.

In order to overcome the wastage of rain water during monsoon, rain harvesting is implemented in our college.

A suitable location was identified for storage of rain water, we have dug the ground to an extent of 5m to 10m and different layers have been created by using charcoal, sand, salt etc. to create filtration system to collect the water by the rain.

Thus the collected water was stored in the water tank and is being utilized for various purposes. It is also

used as ground water recharge.

Rainwater harvesting is required

- To maintain an adequate level of ground water
- To enhance the surface water to meet the present and future demands
- To reuse the rain water for sustainable development.
- To help the agribusiness to grow which will eventually minimize the cost of vegetation.
- To avoid flood hazards
- To lower the risk of drought
- To reduce soil erosion
- To make the atmosphere environment-friendly

Method: **Though trench with recharge well**

It is most suitable for the places with huge rainwater on roof or surface within in short period. Trench or pits are used to store the water in filter media and to recharge ground water with constructed recharge wells. Recharge well is made with the diameter of 100-300 below 3-5m water level. And a trench is constructed in the Centre with recharge well with the diameter of 1.5-3 meter width and 10-30 meter length though the quantity of recharge well depends on the availability of water. The trench is filled with gravel, pebbles, and sand like the above procedures. If the aquifer depth is more than 20 meter then a shallow shaft with 2-5-meter-wide and the 3-5 meter long can be placed. A recharge well is also constructed for recharging the water to deeper aquifers. A filter media is also provided to avoid choking of recharge well.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

The faculty members and students residing nearby are encouraged to come by bicycles. The maximum number of students use bicycles. The institution is located outside the city around 8 to 10km from the city centre. So we encourage our faculty members and students to use public transport for safety, security and fuel conservation. The institution has urged the local administration to start a public transportation system in the college area for the benefit of the college staff and students of the college. The campus has wide, well-maintained roads, covering every corner of it. It has footpaths on both sides. The college is polythene free and plastic free also. Use of plastic bags and cups are discouraged on the campus. Even in the canteen usage of steel plates/leaf plates and steel cups or paper cups are mandatory.

Though paper has been used, efforts the being made to work paperless work. The college has an emphasis on a paperless office to save carbon emission in printers. Reuse of one side printouts. All e-waste is disposed to the Municipal Corporation. The non-working computer spare parts and other non-working equipment's are safely disposed of outside. The cartridge of laser printers is refilled outside the college campus. UPS Batteries are recharged / repaired / exchanged by the suppliers. Waste compact discs are used by students for decoration and participation in competitions like 'VISMAY'. The Management has taken keen interest to make the office a paperless office. The accounts/office and academic information are stored and maintained through systems only. The complete campus is Wi-Fi enabled, making it much easier for paperless activities. Even the official information and circulars are preferred to be sent only through mails. The entire building of the institution is designed by the architect in considering the maximum utilization of natural resources. Trees and plants are the identities of the college. We have developed a botanical and herbal garden also. The College has been conducting Go Green function since July 2011, on a yearly basis. The College reviews environment-related initiatives that are implemented. A tree plantation programme was conducted by our student's volunteers. The institute has taken several measures for planting to make Green Campus. 50% of the total area is covered with trees and lawns. A number of trees exist at different places in the college.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 1.31

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 12 | 10.75 | 10.15 | 9.1 | 8.4 |

| File Description | Document |
|---|-------------------------------|
| Details of expenditure on green initiatives and waste management during the last five years | View Document |

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

Response: D. At least 2 of the above

| File Description | Document |
|--|-------------------------------|
| Resources available in the institution for Divyangjan | View Document |
| link to photos and videos of facilities for Divyangjan | View Document |

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 4

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 3 | 0 | 0 | 1 | 0 |

| File Description | Document |
|---|-------------------------------|
| Number of Specific initiatives to address locational advantages and disadvantages | View Document |

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 2

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 0 | 0 | 0 | 1 | 1 |

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal / Officials and support staff

Response: Yes

7.1.13 Display of core values in the institution and on its website

Response: Yes

| File Description | Document |
|--|-------------------------------|
| Provide URL of website that displays core values | View Document |

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

| File Description | Document |
|---|-------------------------------|
| Details of activities organized to increase consciousness about national identities and symbols | View Document |

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

| File Description | Document |
|---|-------------------------------|
| Provide URL of supporting documents to prove institution functions as per professional code | View Document |

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 4

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 1 | 1 | 0 |

| File Description | Document |
|--|-------------------------------|
| List of activities conducted for promotion of universal values | View Document |

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

Dr. Radhakrishnan - Teachers day Celebration in College

The lighting ceremony was followed by chief guest speech, by recapping the achievements of Sir M.Visveswaraiah and the great teacher Dr. Radhakrishna. The other dignitaries such as Principal Dr. M Muralidhara Rao, Dr. R Krishna, Group Director, Dr.A M Nagaraj, HOD, ME-department and Prof. C Prasanna Kumar, HOD, Civil- department also graced the function.

The staff coordinator Prof. Somashekar, Prof. Chandana and N C, Prof. Smitha K from Mechanical Engineering department and Prof. Raghavendra, Prof. Nayana, from Civil Engineering department coordinated throughout the program.

Visvesvaraya Engineers Day Celebration in College

The event was graced by the lighting of the lamp by the Chief Guest, Principal - Dr. M Murlidharrao, Director - Dr.K.Krishna and other dignitaries. Chief Guest shared his experiences in Engineering field and

showed a few practical examples of Structural Design. He also encouraged the students to come up with challenging advancements in the field of Engineering which contributes to the progress and prosperity of the nation. The stage was also open for the prize distribution by the dignitaries to the students for the different events conducted on that day.

A systematic set of activities were conceived and organized making several groups of students with common thoughtful tasks, correlating the engineering and its true applications with emerging burning issues of society.

Don Bosco Institute of Technology, Bangalore, celebrated Engineers Day-2018 by inviting honorable chief guest Dr. B S Basavarajaiah, Governing council member, DBIT & former Principal, NITK and the guest of honor as Dr. Nagana Gowda S J, Vice president, HR Global software, Bangalore.

Dr. Ambedkar Jayanti Celebration in College

Ambedkar Jayanti is celebrated at Don Bosco Institute of Technology on 14th April 2017, Monday. Ambedkar Jayanti is celebrated every year in the college by faculty members and students with great enthusiasm more than like a festival on 14th of April in order to commemorate the birthday of Dr. Bhimrao Ramji Ambedkar and his contributions for the people of India. We all desire to know it was a big moment for the people of India when he was born in the year 1891. On this day a special assembly was conducted on the college premises in which a prayer was sung. On this occasion our Principal Dr. M Muralidhara Rao, Director Dr. R Krishna, and all the Department Heads, all the Department faculty members and students were gathered at New Seminar Hall.

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

Our Institution is maintaining complete transparency in its financial academic, administration and auxiliary functions. Related to financial matters all transactions like salaries, fee collection, scholarship payments, purchases, and other expenditures are done through bank cheques, Demand Drafts and online transactions. Our institution appoints internal and external auditors for every financial year. All audited statements are circulated to the governing body members of the institution. Academic activities are carried transparently according to the guidelines of affiliated university VTU. The qualities of academic activities are audited by IQAC (Internal Quality Assurance Cell). The information regarding academics, fees structure, facilities, placements and activities of the college made freely available on the website to the public. We always take care of our students for their overall development. Recruitment of teaching and non-teaching staff is as per the guidelines are given by VTU, AICTE, and State government act. All circulars regarding academics, extra curriculum and co-curriculum activities circulated to the students, teaching, non-teaching staff are displayed in Notice boards and College website. Different committees are formed to plan and execution of auxiliary functions which are communicated to all stakeholders of this institute.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)**Response:****Best Practice 1:****HRD training – Company Specific:**

The Training and Placement Cell at our institution guides and helps the students in securing jobs with their knowledge and achievements, by organizing campus drives and exploring various avenues for their placements. The Placement Cell works to ensure that the recruitment process is successful for the students of our institution.

This concept was originated after the observation and study that there was a need for conducting value-added training programmers and enhance the employability of the students, and also to assist the development of the students with a balanced set of technical skills, interpersonal skills and soft skills, and with a positive attitude of life.

Continuous placement training is offered to equip the students on personality development, communication, soft skills, confidence building, interview skills, and tests of reasoning, aptitude, by experts in the respective fields. There is an increase in the total number of offers made each year. The overall impact of all this has resulted in many reputed companies visiting our campus for the recruitments.

Best Practice 2:

DAC – Distinction Award Ceremony function is conducted yearly to appraise and to motivate the students to reach the top level/place in their Academic.

Don Bosco Institute of Technology, Bangalore is one of the premier top 10 institutes situated on a sprawling 36-acre campus on the Bangalore - Mysore Highway.

Don Bosco, Bangalore has consistently maintained an excellent placement record. The graduates and post-graduates of Don Bosco have been recruited by leading MNCs, Indian startups and Unicorns.

Wayanamac Education Trust has been inspiring the meritorious students with the objective to encourage and reciprocate their performance. The trust perennially stands as a reliable backbone for the overall development of the institution.

Don Bosco Institute of Technology believes that every student is a gifted individual with capabilities to perform exceptionally well in one or the other field, be it academics or sports or liberal art. However, the students of Don Bosco dominate in the fields of Engineering, Management, and Science.

Don Bosco is conducting “Annual Distinction Awards” function from last 10 Years and the main objective of this event is to recognize the outstanding and meritorious students of various Departments of the Institution.

Don Bosco appreciates and encourages students to nurture more and more in academics. On this occasion, gold medals are awarded to students who have secured distinction in all the 8 semesters and silver medals

to those who have secured distinctions in both the semesters of the previous academic year.

Best Practice 3:

ERP – Online Quiz, mid-test, courses, and circular (E-circular) for faculty and students.

Don Bosco Institute of Technology, Bangalore has launched its own online results portal www.dbitresults.com. All the students and faculty are using the portal extensively.

Best Practice 4:

Online Video / Lecture sharing – Mobile app. for students are introduced to access daily classes for a tough subject for doubt clearing even absence of the classes and study holidays.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

DBIT is committed for creating, archiving and disseminating quality education in a congenial environment to strive excellence in Science, Engineering and Technological research for better humankind.

At the beginning the institute's focus was on creating state of art infrastructure, achieving academic excellence and inducting quality human resources. As the years progressed, along with the initial goals, the institute has taken up research as its distinctive activity in line with vision and mission. As part of this, every effort is being made to create a research environment among the students and faculty. It's being a continuous process, the institute has been striving hard to make its mark in the national level in specific research arena by establishing research centres in identified domains.

- 5 UG programs (ECE, CSE, ME, EEE, ISE) are accredited by National Board of Accreditation.
- Recognized by UGC under section 2(f) of UGC act 1956, which facilitates to receive funds from various government agencies.
- The institute has collaborated with various research organisation/labs like Iknowlation Labs- Pune, Global 3-D Labs- Bangalore, Physics department- Osmania University, CSR-UGC-DAE, Indore.
- One of the faculty received INDIRA GANDHI PRIYADARSHINI AWARD-2013 for her Research efforts in the field of Chemistry having social significance.

- The project entitled “Synthesis, characterization, and applications of nano metal oxides as photo catalysts for the degradation of industrial color effluents” funded by Vision Group on Science and Technology, Government of Karnataka under the Scheme Seed Money to Young Scientist for Research of Rs 6.00 Lakh.
- The project entitled “Application of nano technology based catalyst for biodiesel blends to reduce harmful exhaust” funded by KSCST (Rs 48,200: 2017)
- “Oxidative decolonization of some dyes with N-halo reagents: Kinetic and mechanistic study” funded by Research Grant Scheme, Visvesvaraya Technological University (Rs 2.00 Lakhs: 2012-2014).
- INTEL FICE Lab is established in the ECE department to carry out UG / PG projects.
- To encourage research, publications, patents, and consultancy the institute has well-defined policies and has been providing rewards and incentives.
- The Supervisors of UG and PG projects have been instrumental in taking up innovative and real-time projects in their domain.
- In a pursuit to enhance their qualification and zeal for research, the faculty has enrolled themselves in Ph.D. programs.
- The institute has promoted conduction of various FDPs/ Seminar/ Workshops/ Conferences through the research centres to further strengthen research activities.
- With an aim to create an international exposure, delegates from foreign countries are invited as part of International conferences conducted in the institute.
- Professional and intellectual fulfillment of faculty and staff.
- Research in the area of IOT with grants from KCTU is being carried out in the department of Telecommunication Engineering.
- The institute has even received grants for establishing TBI centre at a department of Telecommunication Engineering from KCTU to support MSME.
- Continuous augmentation and renewal of infrastructure and facilities.
- Involving all stakeholders in the growth and development of DON BOSCO.

5. CONCLUSION

Additional Information :

Institute has World Class Infrastructure and Ambience with well equipped Laboratories and Computing facilities. Institute has best infrastructure, Qualified, motivated, dedicated, experienced and result oriented team of professionally inclined faculty. Institute – Industry Collaborative activities are executed with esteemed organizations like Wipro, Infosys, Oracle, V-Tricks, Century IT Services, Q Spiders for training projects and placements.

Faculty members are encouraged and/or sponsored for technical as well as other training programs such as 'Mission 10X' which help them to adopt new and innovative approaches such as role-play, quiz, brainstorming, puzzles, and activities are incorporated in the teaching plan to make learning more effective. NPTEL and other on-line courses are extensively used to augment the conventional black board teaching. The institute is conscious of its role in campus community connection, wellbeing of its neighbourhood and has initiated a number of community development activities. In academic year 2013-14: **Health For Village Peoples And Personal Hygiene, Bheemanakuppa Village**

The facilities of the library include: Online Public Access Catalogue (OPAC), Current Periodical Display, Institutional membership, NPTEL videos, course material, University question papers of past years etc. Most of these facilities are available in intranet to facilitate the students & faculty to achieve academic excellence. A knowledge portal 61.12.77.22 (OPAC) is being maintained by the librarian for the benefit of student and staff and also e-resources such as NPTEL, EDUSAT, E-Learning etc,. The institution provides teachers with ICT tools for effective teaching such as www.impartus.com

Concluding Remarks :

Writing the SSR as per the format of NAAC has given us the opportunity to compile and understand the various aspects of quality education. To the best of our knowledge and understanding the report has been prepared and hopes to meet the expectations of NAAC committee for accreditation process.

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | |
|-----------|---|---------|---------|---------|---------|---------|---|---|---|---|---|---------|---------|---------|---------|---------|---|---|---|---|---|
| 1.3.2 | <p>Number of value added courses imparting transferable and life skills offered during the last five years</p> <p>1.3.2.1. Number of value-added courses imparting transferable and life skills offered during the last five years Answer before DVV Verification : 16 Answer after DVV Verification: 4</p> | | | | | | | | | | | | | | | | | | | | |
| 2.3.3 | <p>Ratio of students to mentor for academic and stress related issues</p> <p>2.3.3.1. Number of mentors Answer before DVV Verification : 209 Answer after DVV Verification: 163</p> <p>Remark : HEI input edited according to provided information.</p> | | | | | | | | | | | | | | | | | | | | |
| 2.4.4 | <p>Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years</p> <p>2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>0</td> <td>0</td> <td>0</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>2</td> </tr> </tbody> </table> <p>Remark : HEI input edited according provided documents.</p> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2 | 0 | 0 | 0 | 2 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 1 | 0 | 0 | 0 | 2 |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 2 | 0 | 0 | 0 | 2 | | | | | | | | | | | | | | | | | |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 1 | 0 | 0 | 0 | 2 | | | | | | | | | | | | | | | | | |
| 3.1.2 | <p>Percentage of teachers recognised as research guides at present</p> <p>3.1.2.1. Number of teachers recognised as research guides Answer before DVV Verification : 14 Answer after DVV Verification: 12</p> <p>Remark : HEI input edited according provided documents.</p> | | | | | | | | | | | | | | | | | | | | |
| 3.3.4 | <p>Number of research papers per teacher in the Journals notified on UGC website during the last five years</p> | | | | | | | | | | | | | | | | | | | | |

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

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 123 | 78 | 57 | 45 | 23 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 37 | 16 | 16 | 14 | 7 |

Remark : HEI input edited according to provided documents.

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

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

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 170 | 33 | 175 | 75 | 25 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 81 | 33 | 55 | 39 | 47 |

Remark : HEI input edited according provided documents.

4.2.6 Percentage per day usage of library by teachers and students

4.2.6.1. Average number of teachers and students using library per day over last one year

Answer before DVV Verification : 300

Answer after DVV Verification: 20

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

Answer before DVV Verification : ≥ 50 MBPS

Answer After DVV Verification: ≥ 50 MBPS

5.1.2 Average percentage of students benefited by scholarships, freships, etc. provided by the institution besides government schemes during the last five years

5.1.2.1. Total number of students benefited by scholarships, freships, etc provided by the institution besides government schemes year-wise during the last five years

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 67 | 92 | 53 | 49 | 58 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 67 | 92 | 53 | 49 | 71 |

Remark : HEI input edited according provided documents.

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

Answer before DVV Verification : Yes

Answer After DVV Verification: Yes

5.2.2 Percentage of student progression to higher education (previous graduating batch)

5.2.2.1. Number of outgoing students progressing to higher education

Answer before DVV Verification : 123

Answer after DVV Verification: 1

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 4 | 12 | 2 | 5 | 7 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 2 | 4 | 2 | 2 | 2 |

5.2.3.2. Number of students who have appeared for the exams year-wise during the last five years

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 4 | 12 | 2 | 5 | 7 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|

| | | | | |
|---|----|---|---|---|
| 4 | 12 | 2 | 5 | 7 |
|---|----|---|---|---|

Remark : HEI input edited according provided documents.

5.3.1 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) 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:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 10 | 11 | 4 | 4 | 5 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 1 | 0 |

Remark : HEI input edited according provided documents. last five years of data to be consider.

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

6.3.3.1. Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 9 | 5 | 8 | 16 | 8 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 9 | 5 | 8 | 13 | 8 |

Remark : HEI input edited according provided documents.

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 73 | 73 | 59 | 94 | 118 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 16 | 36 | 54 | 29 | 20 |

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

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

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 9 | 5 | 0 | 0 | 0 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 9 | 5 | 0 | 0 | 0 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 4 | 3 | 0 | 0 | 0 |

Remark : HEI input edited according provided documents.

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements

2. Academic Administrative Audit (AAA) and initiation of follow up action

3. Participation in NIRF

4. ISO Certification

5. NBA or any other quality audit

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

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

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 6 | 1 | 1 | 1 | 2 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 3 | 0 | 0 | 1 | 0 |

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 6 | 1 | 1 | 1 | 2 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 1 | 1 |

7.1.12 Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Answer before DVV Verification : Yes

Answer After DVV Verification: Yes

2.Extended Profile Deviations

| ID | Extended Questions | | | | | | | | | | | | | | | | | | | | |
|---------|---|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|
| 1.2 | <p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>465</td> <td>465</td> <td>501</td> <td>501</td> <td>417</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>356</td> <td>294</td> <td>213</td> <td>255</td> <td>207</td> </tr> </tbody> </table> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 465 | 465 | 501 | 501 | 417 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 356 | 294 | 213 | 255 | 207 |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 465 | 465 | 501 | 501 | 417 | | | | | | | | | | | | | | | | | |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 356 | 294 | 213 | 255 | 207 | | | | | | | | | | | | | | | | | |
| 1.3 | <p>Number of outgoing / final year students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>726</td> <td>643</td> <td>575</td> <td>574</td> <td>602</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>717</td> <td>613</td> <td>578</td> <td>588</td> <td>666</td> </tr> </tbody> </table> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 726 | 643 | 575 | 574 | 602 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 717 | 613 | 578 | 588 | 666 |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 726 | 643 | 575 | 574 | 602 | | | | | | | | | | | | | | | | | |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 717 | 613 | 578 | 588 | 666 | | | | | | | | | | | | | | | | | |