SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

DON BOSCO INSTITUTE OF TECHNOLOGY

DON BOSCO INSTITUTE OF TECHNOLOGY MYSURU ROAD KUMBALAGODU
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Wayanamac Education Trust started Don Bosco Institute of Technology in the year 2001. DBIT is recognised by Government of Karnataka and affiliated to Visvesvaraya Technological University (VTU), Belagavi and approved by All India Council for Technical Education (AICTE) New-Delhi.

Institution started with three Engineering disciplines, namely ECE, CSE and ISE. At present the college offers 8 UG courses 1 PG course MBA. DBIT has 10 research centres affiliated to VTU Belagavi

The Institute continues to be the most preferred destination not only for the students of the state but also from various parts of the country. The quality educational practices supplemented with academic ambience, state of the art infrastructure, pedagogy, academic innovations, research, incubation, training opportunities and entrepreneurship is enabling the institute to produce graduates who are industry ready. . DBIT boosts of a strong alumni base of over 10,000 most of them occupying coveted positions in India and abroad. The institution offers highly qualified, committed and experienced faculty..

- DBIT has been ranked amongst the best engineering Institutes in the country by NBA

with Information Science & Engineering scoring 702 /1000, Computer Science & Engineering scoring 679/1000, Electrical & Electronics Engineering scoring 675/1000, Electronics & Communication Engineering 675/1000 and Civil Engineering 659/1000.

- The college regularly participates in NIRF ranking,
- The college had participated in ARIIA ranking and secured Band performer.
- 4-star rating by Institution Innovation Council.
- DBIT is one amongst the 350 premier Educational Institutions (INDIA) to have initiated IRINS Service to showcase the Research Contributions of the faculty.
- DBIT has been conferred with the prestigious Award of "Excellence in Quality Education in Engineering", presented by the Times Business Awards 2021.
- DBIT is ranked Seventeenth among the Best B Schools, Private (Bangalore) in The Week-Hansa Research Survey 2021.
- DBIT received the "Aspirant College Award" from NPTEL at IIT Madras

Vision

To be a center of excellence to transform young minds in technical and management education fostering innovation and entrepreneurial skills with ethical, environmental, and social responsibility.

Mission

- To impart quality education in order to meet the needs of industry and society.
- To collaborate with academia, industry and research institutes to strengthen teaching and learning process.
- To promote equitable and harmonious development of students to work in teams.
- To imbibe lifelong learning skills and entrepreneurial skills exhibiting leadership

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The Institution is well established and driven by the Wayanamac Educational Trust with strong motivation and values..
- The Institute has qualified, motivated and experienced faculty. Rich curriculum with more focus on skill development and value addition
- Good Teaching and Learning process with emphasis on learner centric methods.
- Our faculty are actively engaged in publishing research articles, book chapters in reputed national and international Journals, applying for Funded Research Projects.
- Quality and Quantity of research publications have increased significantly during the past five years.
- The Institute provides the state of art infra structure, well equiped and ventilated ICT classrooms, Seminar Halls, laboratories, Boys and Girls Hostel, CCTV cameras and high speed internet connection.
- Periodical conducting of faculty development programs, seminars, symposiums, conferences and other value added programs.
- Every year more than 100+ reputed companies visit our Institution to conduct training, placements and Internship and thereby placing the students in reputed companies with attractive salary packages.

- Social extension activities like blood donation camps, educating rural students, health camps and other awareness programmes are regularly conducted by IQAC and NSS.
- The Institute has an independent physical education department, conducting various collegiate and inter-collegiate level sports competitions.
- NCC unit is a actively functional unit, conducting camps for our students.
- The Institute conducts numerous number of Innovative programmes in association with the Institutions Innovation Council
- The Alumni Association strives to establish long lasting relationship between Students and Alumni, thus developing a strong network.
- Implementation of NEP in our Institution is visible in our university curriculum. In brief we strive for overall personality development of our students by conducting Universal Human Values programmes, Awareness programmes, Skill Development Programmes, events based on social responsibilities and gender sensitization and so on.

Institutional Weakness

- Proactive efforts for industry-oriented consultancy needs to be accelerated
- Student's Results, namely the results of lateral entry students need to be improved.
- Accelerate the industry- oriented research and consultancy work.

Institutional Opportunity

- The Institute Infrastructure can be utilized to set the Institution towards global recognition and advancement programs.

- Industrialization and government initiatives like Make in India, Startup India provides scope for entrepreneurship and self-employment.

- Availability of various skill development certifications on emerging technologies leading to better employability of students.

- Emerging areas like Artificial intelligence, Machine Learning and Data science have provided plenty of opportunities in Multidisciplinary and Interdisciplinary research.

- Students and faculty can undergo courses, certifications and faculty development programmes through NPTEL Chapter.

- The students are benefitted by different outreach programmes programs conducted by the Samsung Innovation Centre.

Institutional Challenge

1. **Faculty retention**: Faculty retention due to availability of plenty of job opportunities in IT industries and allied areas.
2. **Consultancy:** Efforts are in the direction of establishing consultancy services, which is a major challenge to be addressed across other departments apart from Civil Engineering.
3. **Consultancy:** Efforts are in the direction of establishing consultancy services, which is a major challenge to be addressed.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Institute emphasizes on Outcome Based Education (OBE) in all programmes and courses with clearly defined learning objectives and outcomes to align with the Vision and Mission of the Institute. The Institute follows the curriculum prescribed by Visvesvaraya Technological University (VTU).

Academic Calendar of the Institute is prepared in accordance with the academic calendar of VTU. Academic calendar of the Department is prepared in line with the Institute's academic calendar.

Various activities to support gender sensitization, environment issues, human values, professional ethics, Value Added Courses, Expert Lectures, Workshops, Seminars, Conferences, Industrial Visits and other Technical Club and Cultural events are organized to enhance the individual talents and ensure holistic development of the students.

The Institute follows Choice Based Credit System (CBCS) as prescribed by VTU. Apart from syllabus coverage, topics beyond the syllabus are covered. The students are encouraged to choose inter-disciplinary, intra-disciplinary courses that are offered as elective courses. The curricular gaps are identified and certificate/add-on/value added courses are conducted to complement student's knowledge and skills in their field of study through Centre of Excellence.

The main objective is to equip the students in current technologies and also to reduce the gap between academia and industry.

The Institute improves the soft-skills of the students by imparting training through placement cell. The students strengthen their knowledge and skills through internships, projects and field works.

Faculty members are encouraged to participate in FDPs and workshops to keep themselves updated. Regular feedback is taken from all the stakeholders and actions are executed to implement valid suggestions for continuous improvement.

To assess the effectiveness of curricular implementation plan, the IQAC reviews the academic preparation, orientation of faculty towards the subject, understanding of the curriculum requirements, teaching practices adopted by the faculty for each subject. Courses on Ethics & Values and Environmental Studies are part of core courses.

In the last 5 years, 157 value-added courses were offered and 42% of students are benefitted. Thus, the institute ensures the effective implementation of curricular aspects.

Teaching-learning and Evaluation

DBIT has a privilege to cater students from diverse socio-cultural-economic backgrounds. The Institute assesses the learning level of the students after admission at various stages and organizes value added activities and courses for slow and advanced learners. The DBIT believes that every student has a different learning ability due to their diverse background. Innovative teaching-learning strategies are employed that encourage students to participate and contribute to the learning experience of their peers. Some of the innovative techniques adopted by the faculty members towards student centric learning are Group/Collaborative class room activities, Online Class Room Quizzes, experiment/ project based learning. Emphasis is given to Outcome-Based Education where a student achieves a goal by the end of the programme.

Faculty members are encouraged to organize and participate in various refresher programs to enhance their knowledge and skills, to prepare them for the role of motivator and guides both within and outside the classroom, to help students achieve their post-education goals. Teachers make use of ICT enabled tools including online resources for effective teaching and learning processes along with the conventional 'chalk and duster' method as both are complimentary to each other and having their own strengths and weaknesses. DBIT has adequate number of Smart Classrooms and also facility for creating online learning resources.

DBIT adheres to the regulation and rules of affiliating VTU for Continuous Internal Evaluation (CIE) and Semester End Examination (SEE). According to the regulation every 5th, 10th and 14th week CIE will be conducted. The evaluated marks shall be shared with the students along with the scheme of evaluation.

Programme Outcome, Programme Specific Outcomes and Course Outcomes are well defined for each Programme run by the Institution. IA Question Papers are set as per Bloom's Taxonomy and due consideration is given for Course Outcomes. Result analysis is made based on attainment of Course outcome and Programme outcome. Provision of showing evaluated answer scripts ensure that student grievance is very less.

Research, Innovations and Extension

- At DBIT, research is promoted at department's level through research projects, mini projects and internships at undergraduate level. Institution also promotes research by faculty members as well as students through its R&D Cell.
- DBIT has University recognized 10 research centers.
- Currently 45 scholars are pursuing research in multidisciplinary/ interdisciplinary domains.
- Institution encourages active involvement of teachers in research. In the last five years, faculty have published more than 250 publications in a reputed journal such as Scopus / WOS / SCI / UGC care Journals and more than 155 book chapters, presented papers in international conferences.
- Faculty have involved in research and funded projects worth Rs 2.77 crores in the last five years.
- The Institution has given the budgetary provision, thereby faculty and students are encouraged for Publication of their Research / Technical papers in various International journals / conferences.
- Policy is framed for revenue sharing in the case of consultancy and services carried out by faculty members
- The Institution has Incubation centers and are in the process of development of an advanced laboratories, to provide research facility to cater to the requirements of various academic programs.
- Institution has vibrant collaborations with various industries with 55 MOUs and set up Centre of Excellences for Innovation, Research, and Training.
- Institution Innovation Council conducted various programs for awareness on innovations creating an able ecosystem.
- For sensitizing the students about social issues, institution has conducted various extension activities through NSS such as Swacha Bharath, Blood donation camp, Health camp, International Yoga day, Green campus, Polio awareness camp, etc.

Infrastructure and Learning Resources

Don Bosco Institute of Technology (DBIT) stands out with its cutting-edge infrastructure dedicated to enriching the academic journey of students and faculty alike. Classrooms are equipped with LCD projectors, integrating modern technology seamlessly into teaching. Specialized facilities include Smart Classrooms, Well-equipped Laboratories, a Skill Development Centre, PLM Training Centre, Kuka Robotics setup, Digital Academy by Cap Gemini, Samsung Innovation Centre, and a Data Centre, ensuring access to advanced resources. With 1100 computers, 10 scalable servers, and robust 100 Mbps internet bandwidth, DBIT provides comprehensive technological support across all departments.

The central library spans 1200 square meters, meticulously designed with natural ventilation and managed digitally through Koha Software. It features a reference section, competitive exam zone, faculty area, and offers extensive resources including 70,000 book volumes, 6450 e-journals, and 23280 e-books. NPTEL videos, course materials, and past exam papers are accessible via the intranet, facilitating academic excellence.

DBIT's IT infrastructure is continuously updated to optimize efficiency, managing email accounts, CCTVs, and

campus-wide Wi-Fi. Microsoft 365-enabled computers with Sophos firewalls ensure security and cloud optimization, while Office 365 and AWS provide cloud storage solutions for ERP and Learning Management Systems. Internet connectivity through Tata Teleservice Ltd. (300 Mbps) and Airtel (6 Mbps) supports high-speed LAN operations.

The institution holds memberships in IRINS, NDLI Club, VTU Consortium, IIMB, NAL, and British Council Digital Library, enabling access to extensive databases like DELNET, Pro-Quest, and Springer via the Knimbus platform. QR code technology simplifies access to resources, enhancing user experience.

Physical education and cultural development are equally emphasized at DBIT, with modern sports facilities including a newly built cricket ground meeting Karnataka State Cricket Association standards. The campus also features a gymnasium, yoga center, and hosts the annual cultural fest VISMAY, promoting holistic student development.

A total investment of Rs 33 crores over the past five years underscores DBIT's commitment to infrastructure development, maintenance of academic and physical facilities, and ongoing enhancements, excluding salaries. This investment supports the institution's mission to provide a conducive environment for learning, research, and overall growth.

Student Support and Progression

Institute has effective system of informing students about various scholarship schemes provided by Government, non-government and institute. Institute closely monitors this schemes right from filling the application form up to disbursement of scholarship amount to the students. Seminars and workshops are regularly organized for the students to enhance their presentation skills, communication skills, inter-personal skills, team building, emotional intelligence and decision making. Induction program is conducted regularly in the beginning of every academic year for the fresher's. Lectures are delivered on motivation and personality by eminent people from institutions and industries. Our institution organizes programmes regularly on yoga and meditation for students and faculty members in order to enhance their physical and mental health. Every year International Yoga Day is observed in the institution. Institute organizes guest lectures, seminars and webinars on Competitive exam preparation and career guidance.

Institute has proactive Training and Placement cell which helps students to take various training on technical as well as soft skills required in current scenario of placement. Efforts of Training and Placement can be witnessed through growing number of placements in all stratums of industries. This result in 60-70% employment through in campus and off campus recruitment drives. From Institute many students qualified in competitive exams like GATE, GRE, TOFEL SLEAT etc., to go for higher education in abroad or in India.

Institute have various committees like Student grievance redressed cell, anti-ragging and women anti-harassment committee to keep the institute's environment healthy and conductive by all means. Institute helps students to showcase student's talent in cultural and sports activity by organizing various competitions and encourage taking part in various competitions at university level.

The Institution has a vibrant Alumni Association. It arranges periodic meetings and events for the symbiotic development of alumni, alma mater, students and staff. The association was established with the mission to create and maintain a lifelong connection between the institute and its alumni. Joining DBIT Alumni Association is one of the easiest way to reconnect, give back to the institute and serve as a spring board for

further involvement.

Governance, Leadership and Management

- The Institution follows participative management for delegation of authority. Most of the stakeholders are represented at different levels of organization structure.
- The Institute has constituted various committees namely Anti-Ragging committee, SC/ST/OBC Committee, Student Grievance Redressal, College Internal Complaint Committee, Mentoring and Counselling Committee, Discipline Committee and so on with well-defined roles and responsibilities.
- DBIT has Policies and Procedures to ensure transparency and accountability in the governance and leadership.
- The institution has a strategic plan document and deployment in place defining the milestones and long-term goals.
- E-governance is implemented in Administration, Finance & accounts, Student admission & support, Alumni Association and Examination.
- The Institution has designed various welfare schemes for its teaching and non- teaching staff, by providing PF, ESI, Gratuity, Group Insurance and conducting health related programs for their well-being.
- A plan is set up by the Institution to conduct and encourage faculty to attend various faculty development programmes, refresher course and short-term training programmes conducted by different industries and academic Institutions.
- Financial assistance is provided for the faculty to attend workshops, seminars, conferences and FDPs.
- The Institution has a system of annual self-appraisal system for faculty.
- All departments submit budget proposals regarding expenditure for an academic year, which is scrutinized by Head of the Institution and thereafter a consolidated budget is placed before the Management and accounts manager for approval.
- The primary source of income is the annual fee from students that are collected according to state fee guidelines.
- Funds are also raised through sponsored research from VGST, KSCST and VTU.
- The IQAC conducts academic audit once in a semester.
- A target plan to conduct various events by all departments is set up by IQAC and reflected in the calendar of events in the beginning of the semester.
- The IQAC has taken initiatives to conduct green, environment and energy audits, online faculty feedback from students and curriculum feedback survey from all the stakeholders.
- Parent-Teacher meeting is conducted at periodic intervals of time namely for the slow learners.
- The IQAC reviews the teaching learning process and attainment of learning outcomes in line with the Vision and Mission of the Institution.

Institutional Values and Best Practices

Criterion 7 highlights Institutional Values and Best Practices, focusing on gender equity, social responsibilities, environmental initiatives and inclusivity.

Gender Equity and Social Responsibilities

The institution emphasizes gender equity through audits, safety measures, counseling, and gender sensitization

activities. Facilities include secure hostels, 24/7 security, and dedicated common rooms for women. Annual events like International Women's Day and structured mentoring systems further reinforce gender equity.

Environmental Initiatives

The institution is committed to sustainability with initiatives in alternative energy, waste management, and water conservation. Regular environmental and energy audits, green campus policies, and a barrier-free environment for the disabled are integral. Observing global days and conducting beyond-campus activities underscore its dedication to environmental stewardship.

Inclusive Environment

Promoting inclusivity, the institution celebrates cultural, regional, linguistic, and socioeconomic diversity. National and regional festivals, NSS activities, and cultural programs foster unity and mutual respect. Courses on constitutional values and civic duties, along with national celebrations, ensure a deep understanding of civic responsibilities among students and staff.

Best Practices

Two notable best practices are strengthening alumni engagement and promoting community health through blood donation camps. The Alumni Association creates a robust network for career development and mentorship, while blood donation camps significantly contribute to community healthcare. These practices reflect the institution's commitment to social responsibility and continuous improvement.

Institutional Distinctiveness

The institution's distinctiveness lies in its strong focus on research and innovation. State-of-the-art facilities, interdisciplinary collaboration, and industry partnerships translate research into practical applications, driving economic development. Emphasis on emerging fields like AI and renewable energy, extensive mentoring programs, and community engagement further highlight its leadership in research and innovation.

In summary, Criterion 7 showcases the institution's dedication to fostering a supportive, inclusive, and innovative environment. Through comprehensive gender equity measures, environmental sustainability efforts, inclusive practices, and impactful best practices, the institution exemplifies excellence in institutional values and best practices.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DON BOSCO INSTITUTE OF TECHNOLOGY
Address	DON BOSCO INSTITUTE OF TECHNOLOGY MYSURU ROAD KUMBALAGODU BENGALURU
City	BENGALURU
State	Karnataka
Pin	560074
Website	www.dbit.co.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	NAGABHUS HANA B S	080-28437028	9972550099	080-2843703 1	dbit.principal@gma il.com
IQAC / CIQA coordinator	MANJULA S D	080-28437029	9886982901	080-2843703 1	manjulasd@dbit.co. in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

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	
AICTE	View Document	10-04-2018	12	
AICTE	View Document	10-04-2018	12	

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 MYSURU ROAD KUMBALAGODU BENGALURU	Urban	5.25	33200

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BE,Computer Science And Engineering,	48	PUC	English	240	240
UG	BE,Electronics And Communication Engineering,	48	PUC	English	180	180
UG	BE,Information Science And Engineering,	48	PUC	English	180	180
UG	BE,Mechanical Engineering,	48	PUC	English	30	5
UG	BE,Electrical And Electronics Engineering,	48	PUC	English	60	55
UG	BE,Civil Engineering,	48	PUC	English	30	1
UG	BE,Artificial Intelligence And Machine Learning,	48	PUC	English	120	120
UG	BE,Artificial Intelligence And Data Science,	48	PUC	English	60	60
PG	MBA,Master Of Business Administration,	24	UG	English	60	59
Doctoral	PhD or DPhil	48	PG	English	18	4

(Ph.D)	,Computer Science And Engineering,					
Doctoral (Ph.D)	PhD or DPhil ,Electronics And Communication Engineering,	48	PG	English	24	5
Doctoral (Ph.D)	PhD or DPhil ,Information Science And Engineering,	48	PG	English	6	2
Doctoral (Ph.D)	PhD or DPhil ,Mechanical Engineering,	48	PG	English	12	0
Doctoral (Ph.D)	PhD or DPhil ,Electrical And Electronics Engineering,	48	PG	English	6	2
Doctoral (Ph.D)	PhD or DPhil,Civil Engineering,	48	PG	English	6	0
Doctoral (Ph.D)	PhD or DPhil,Master Of Business Administration,	48	PG	English	12	2
Doctoral (Ph.D)	PhD or DPhil ,Mathematics ,	48	PG	English	12	3
Doctoral (Ph.D)	PhD or DPhil ,Chemistry,	48	PG	English	12	1
Doctoral (Ph.D)	PhD or DPhil,Physics,	48	PG	English	18	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	27				46				121			
Recruited	20	7	0	27	32	14	0	46	42	71	0	113
Yet to Recruit	0				0				8			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				64
Recruited	40	24	0	64
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				34
Recruited	27	7	0	34
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	16	6	0	19	8	0	3	0	0	52
M.Phil.	0	0	0	0	1	0	0	1	0	2
PG	1	0	0	7	3	0	47	74	0	132
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	439	28	0	0	467
	Female	370	4	0	0	374
	Others	0	0	0	0	0
PG	Male	33	0	0	0	33
	Female	26	0	0	0	26
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	6	0	0	0	6
	Female	10	0	0	0	10
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	44	43	16	12
	Female	26	35	12	22
	Others	0	0	0	0
ST	Male	13	11	4	7
	Female	10	8	3	2
	Others	0	0	0	0
OBC	Male	150	151	90	106
	Female	142	124	56	107
	Others	0	0	0	0
General	Male	214	248	171	91
	Female	214	197	135	80
	Others	0	0	0	0
Others	Male	19	23	23	22
	Female	20	21	13	19
	Others	0	0	0	0
Total		852	861	523	468

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The Vision and Mission of our institute underwent change during the end of the year 2022. The changed Vision and Mission, strongly, advocated the following: 1. Commitment to fulfil the need of skillset development as part of academics. 2. Inter disciplinary activities. 3. Multidisciplinary approaches to integrate human values with technical education. There will be following types of courses in a B. E./ B.Tech. programme, namely: 1) Humanities and Social Sciences, including Management, Skill enhancement and Economics 2) Basic Sciences including Mathematics, Physics, Biology and Chemistry. 3) Engineering Sciences including Workshop, Drawing, Basics of

Electrical/Civil/Mechanical/Computer Engineering, Materials and Instrumentation 4) Professional Core Courses: These are courses to be compulsorily studied by a student as a core requirement to complete the requirements of a programme in a said discipline of study. 5) Professional Elective Courses: These are the courses from which a student can choose and study as part of the requirement to complete the programme in a said discipline of study. 6) Open Elective Courses: These courses are supportive to the discipline/ providing extended scope/enabling an exposure to some other discipline/domain and they are chosen from the pool of courses. 7) Skill Development Courses: These courses will be nurturing student proficiency skills. These courses are offered to achieve the programme outcomes not specifically covered by the other courses 8) Ability Enhancement Courses: These are generic skill courses which are basic and needed to all to ensure progression across all careers. 9) Non-Credit Mandatory Courses: These are courses on peripheral subjects in a programme, wherein familiarity is considered mandatory 10) Project work: Mini Project and Internship are also considered as courses in the programme. Innovative and flexible curriculum: Visvesvaraya Technological University to which our institute is affiliated to, has introduced several modifications to the curriculum to implement NEP-2020. The curriculum changes brought about by the University have been analyzed to ascertain compliance with NEP 2020. Specifically, the following are the additional/refined courses that were formalized for the academic year 2022-23. During the A.Y. 2022-23, these additional courses up to fourth semester have been taught as directed by the University. The detailed syllabus of the courses titled "Social Connect and Responsibility" and "Innovative Design Thinking" consists of practical activity and use cases which are deliberately left open ended in order to encourage affiliated institution like ours to be innovative while offering these courses. To this extent, the courses have been innovative and flexible. Faculty of all departments have delivered these courses by defining practical activity and use cases which encompasses environmental problems and holistic development of students. Internships: In addition to the courses briefed in the previous paragraphs, the 2022 curriculum suggests the

	following internships which is a mix of three components: 1. Department specific internship 2. Soft skill development 3. Technology based skill development.
2. Academic bank of credits (ABC):	The Academic Bank of Credits has been established on the lines of the National Academic Depository (NAD) by the Government of India, Ministry of education. Whereas ABC enables students to register and commence credit transfer, the final outcomes of credit redemption and issuance of certificates, as well as the compilation of award records, are administered by academic institutions via the NAD Platform. Our institute has been studying and analyzing the developments with respect to ABC which is the prime outcome of NAD (National Academic Depository) since its launch by the Government of India in the middle of 2017, its further steering through UGC and its realization through DIgiLocker owned by Ministry of Electronics and Information Technology (MeitY). It is understood that ABC realizes the flexibility provided to the students through NEP 2020 such as multiple-Entry-Multiple-Exit, Credit transfers, and Choice Based Credit System and our institute is in line with NEP 2020. However, Having been an affiliated institute our institute is waiting for directions from our University (Visveswaraya Technological University) with respect to ABC since credits awarded to our students are authorized by our university. Also, as per section 22 of the UGC Act 1956, Higher Education Institute (HEIs) are those institutions that are empowered to award degrees by themselves, and hence there is a dependency for us to await directions from our university. There have been some communications from our University with respect to ABC which was also discussed as a part of workshops organized by institutions under the ambit of our University. Also, the eligibility for registration on Digi locker is indicated as an 'A' Grade in NAAC or the accreditation by the National Board of Accreditation for at least three programs with a minimum score of 675 individually. Our institute has been looking forward to improving our NAAC grade and also improve on our NBA positioning to get the eligibility to register in the Digilocker. Presently, the institute has submitted the SAR and the inspection is scheduled in Nov.2022. Once the inspection gets over

	and after receiving the clear directions from the VTU, our institute would have all the students registered under ABC.
3. Skill development:	In view of NEP 2020 our institute appreciates the need of skill development in forthcoming batches of our students. National bodies like National Skills Qualifications Framework (NSQF), their training facilitators, National Skill Development Council (NSDC) are the two institutions acting as a powerful vehicle for institutions to implement skill development. It has been noticed that the curriculum framed by the BoE of our University has matched the courses offered by skill-based institutions which have, in turn, mapped their courses against NSQF, as far as the academic component is concerned. However, even on a general note without any bearing on NEP 2020, skill development is grossly lacking and hence our institute is in discussion with specific facility partners in our geography. In this regard, our institute is in discussion with industry segments seeking their support in facilitating skill development. Vocational courses are offered by Samsung Innovation Council and also Capgemini to facilitate skill development on campus through co-funded laboratory. Alternatively, our institute is also planning to have the initiatives to develop vocational courses on similar lines and become a facilitator themselves so that vocational courses are made available to our students on our campus. Since the UG program is affiliated to VTU, the credit structure is provided by the University. The VTU has noted the NEP 2020 requirement, convincingly, and altered the credit structure for the 2022 curriculum. Significantly, in the 2022 curriculum, 40 credits out of 160 credits has been set aside for skill development oriented courses. As such for the A.Y. 2022-23 an intra-institute internship was scheduled during Oct.-Nov. 22 during the vacation between the 2nd and the 3rd semester. Following external training agencies were being contacted for a detailed curriculum design: 1. M/s Primos 2. M/s Pentagan space and 3)M/s genesis (for soft skill development) and 4) M/s AANS technologies (for technical skill development).
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	V.T.U has introduced a regional language (kannada in our case) into the first two years of the UG programme. Two courses in Kannada with two

	different difficult levels are introduced. Students who hail from non-kannada speaking areas are expected to take that Kannada course with a lower difficulty level (Balake Kannada). Also, students who have not studied Kannada during their high school studies are expected to take the Kannada course with lower difficulty level. Students whose mother tongue happen to be kannada would be expected to take the Kannada course with a higher difficulty level (Vyavaharika Kannada).During the academic year 2021-22, our VTU also introduced teaching in Kannada for the Engineering courses. However, in our institution, no student has exercised this option. During the academic year 2021-22, VTU curriculum included a course titled "Social Connect and Responsibility" for the third-semester students. Assessment of this course is based on the activity performance which is backed by the routine practice and demonstration of traditional Indian culture and arts.
5. Focus on Outcome based education (OBE):	All eligible programs of our institute are accredited by NBA which advocates Outcome Based Education. Our institute has undergone accreditation since 2008 and hence has strong roots with experience in running OBE programs. Curriculum framing sets the course outcomes for the constituent courses and evaluation techniques compute the attainment of course outcomes, through well-formed processes, procedures, and tools. The credit structure of our University for the 2022 curriculum has undergone changes to meet the needs of skill- based education which is also emphasized by NEP 2020. Significantly, in the 2021 curriculum, 40 credits out of 160 credits are mapped to courses that expose the students to skill development-related activities. Nearly 31 weeks of activities (approximately amounting to two semesters) carried out by the students expose them to relevant skills of their respective fields of study. It is pertinent to note this point because OBE advocates the measurement of the outcomes which can be carried out, extremely well when it comes to skill based training and skill oriented courses. Our institute thus expects to accrue more practical values for the Course Outcomes and hence the Program Outcomes for the 2021 scheme students. In a way, NEP 2020 is realizing OBE in its true sense primarily owing to the skill-oriented

	courses. To achieve a better sophistication for the year 2021-22 and also in view of the ensuing NBA inspection, a software based automation tool has been implemented which would, automatically, compute the Course Outcomes and the Program Outcomes (designed as per ABET criteria) considering both the marks secured by the students and also the score obtained through indirect assessment. This feature of the automation tool ensures its versatility when skill based courses get introduced as the outcome of NEP 2020 implementation.
6. Distance education/online education:	The term "Open and Distance Learning" (ODL) has two parts viz. a. Open learning and b. Distance learning. The term "Open learning" refers to a commitment that removes any unnecessary barriers to access, such as finances, prior learning, age, social, work or family commitments, disability and such others. Distance education refers to teaching and learning that separates teacher and learner in time and/or place. Distance learning employs multiple media for delivery of instruction and involves occasional face-to-face meeting for tutorials and learner-learner interaction. The term ODL refers to policies and practices which give the learner a degree of flexibility in the choice of topics, place, pace and/or method. The pandemics during 2019-21 led education to the ODL arena. Institutions develop expertise to deliver lectures using ICT. Contents developed during the Pandemics for the sake of online classes became accessible to students so that they can study them at their own pace thus leading to Open education. In our institute certain courses like "Constitution of India and Professional Ethics" is delivered as an open learning. It is planned to develop course content for such courses that do not involve laboratory sessions and leverage the content to students leading to open learning. Our institute is planning to motivate and instruct faculty to use open platforms like springboard, NPTEL, coursera and Swayam and take up courses as open learning. In future such faculty is expected to advice students to learn on such open platforms and also support them by resolving their hiccups all along their journey in augmenting their knowledge. For the coming A.Y. our institute has planned to develop content for important topics (both curricular and co-curricular) and deploy it on a local cloud so that students can use

the content and develop the knowledge through Open learning strategy. Depending on the difficulty levels, courses with higher order difficulties are planned for distance learning (teacher centric) rather than open learning (where there is zero interaction with the faculty).

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Don Bosco Institute of Technology has an Electoral Literacy Club (ELC). It has been setup in the college with effect from Academic Year 2023-24.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The Electoral Literacy Club has Faculty and Non Teaching Staff as well as Student Coordinators. The Club has Principal as President and is well constituted comprising of Faculty, Non Teaching Staff and Student representatives from few classes.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The Electoral Literacy Club has documented roles and responsibilities and standard operating procedure according to which it functions.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The club frequently meets and plans for organising events. Club takes active role in disseminating information about elections, voter registration, and civic duties for both staff and students.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	An awareness programme was conducted regarding the Voter registration of eligible staff for the electoral roll for Teachers' Constituency and Graduates' Constituency and General Elections. An awareness drive was conducted about the importance of voting during the Lok Sabha Elections 2024. Apart from this, a message was widely circulated on Whatsapp groups of various sections across the institute and was as well showcased as Status on Whatsapp

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2897	2583	2603	2692	2908

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

2 Teachers

2.1

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

Response: 337

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
186	182	163	163	182

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
955.62440	739.46199	542.5316	838.35476	1230.74922

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Don Bosco Institute of Technology is affiliated to Visvesvaraya Technological University (VTU) and the curriculum and syllabus prescribed by the University are strictly adhered to. 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 prepare their Department Academic Schedule in line with Institutional Academic Schedule incorporating the schedule for conduction of add-on courses, value-added courses, seminars/workshops/trainings and various other co-curricular and extra-curricular activities.
- 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. Objective driven course plan is formulated 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.
- Beyond the curriculum teaching is ensured by supplementing classroom teaching with expert lectures, seminars, additional laboratory experiments and mini-projects.
- The academic courses are delivered by employing learner centric techniques such as add-on courses, peer learning, group discussion, brain storming, use of NPTEL/MOOC lectures, case studies, projects, quiz etc.
- During each semester three class committee meetings, are conducted to monitor the progress of theory and laboratory courses.
- Three Internal Assessment Tests are conducted for theory courses and one laboratory test is conducted as per well documented Continuous Internal Evaluation policy.
- 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 the basic concepts of Mathematics and Engineering.
- Performances of the students are regularly communicated to their parents.
- Students are given freedom to earn additional credits by qualifying in the MOOCs Swayam NPTEL courses and thereby earn a additional B. E Honors degree .

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

1.2 Academic Flexibility

1.2.1

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

Response: 141

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

Other Upload Files	
1	[View Document](#)

1.2.2

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

Response: 70.98

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

2022-23	2021-22	2020-21	2019-20	2018-19
2276	1712	2055	2035	1634

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

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 extracurricular 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 celebrations, Guest lectures on women's health, etc., sensitize the issue among students and faculty.

The 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 with lectures by eminent personalities.

A course on the Constitution of India, Social Responsibility, Professional Ethics and Human Rights is taught to all students in the institution. It is offered as a credit course with contact hours of one-hour theory/week.

Due importance is given to the environment and sustainability with regular Swachh Bharat Mission activities, tree plantation programmes. A course on Environmental Studies with contact hours of two hours theory/week is offered.

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

1.3.2

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

Response: 57.13

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

Response: 1655

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 69.04

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

2022-23	2021-22	2020-21	2019-20	2018-19
816	773	525	506	611

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

2022-23	2021-22	2020-21	2019-20	2018-19
960	1020	900	900	900

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

2.1.2

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

Response: 60.87

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

2022-23	2021-22	2020-21	2019-20	2018-19
333	372	181	245	308

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

2022-23	2021-22	2020-21	2019-20	2018-19
510	510	444	450	450

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 15.58

2.3 Teaching- Learning Process

2.3.1

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

Response:

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 94.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
194	197	177	179	183

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

2.4.2

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

Response: 25.57

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

2022-23	2021-22	2020-21	2019-20	2018-19
55	51	44	40	34

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

DBIT adheres to the regulation and rules of affiliating VTU for Continuous Internal Evaluation (CIE) and Semester End Examination (SEE).

According to the regulation every 5th,10th and 14th week CIE will be conducted. The evaluated marks shall be shared with the students along with the scheme of evaluation.

Scheme 2022: The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50).

Scheme 2021: Courses are classified into Basic Science, Engineering Science, Professional Core, Integrated Professional Core, Ability Enhancement, Humanity and Social Science and Management and Universal Human Value in ratio 17:17:26:13:10:13:4. The CIE is for 50 marks. The test, assignment and Quiz/Seminar/Lab component are 20, 10 and 20 depending on the course. Two lab internals are conducted for 100 mark scaled down to 20 and 30 allocated for records/journals.

Scheme 2018: The CIE is for 40 marks. Three tests are conducted for 30 each semester and average is considered as final marks. Three assignments in batches with revised blooms taxonomy are given before each test with Surprise tests and quizzes conducted for 10 marks. Laboratory journals/records are evaluated for 24 and one test of 16 conducted at the end of the semester.

This complete information is available on the VTU website so that the students are well informed, in advance.

The statement of final CIE marks is shared with students and signed by them.

Evaluation of final year B. E. /MBA project work and technical seminar is done based on well-defined rubrics which is also shared with the students well in advance.

Grievance Redressal System(Examination Related):

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. 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.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Programme and Course Outcomes are integrated into the assessment process and clearly publicised through its website and other documents. All stake holders are made aware of PO, PSO & CO to enable an assessment of the standards for transfer of knowledge, skills & abilities specified under the program. It ensures transparency & credibility in terms of quality assurance through IQAC. Creating awareness of

PO & CO offered by the program, leads to constructive co-operation of students & instructors to achieve the required skill sets. The PO and PSO are communicated through -http://www.dbit.co.in, Class Rooms and Department Laboratories, Display boards and Laboratory Manuals. The Course Outcomes of courses are communicated through respective course documents -Academic file, attendance register, IA question papers, Assignments and Question bank. Syllabus orientation is taken by each course instructor and curriculum delivery methods are mapped to attain CO & PO. Planning of instructional methods and assessment tools ensures the outcomes of the course are attained. Attainment of course outcomes instigate higher order thinking and helps students acquire the required skills related to the course.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

DBIT consistently strives to achieve excellence in education on Principles of Outcome Based Education with its learner-centric approach. The affiliating VTU designs curriculum based on the expected Course and Program outcomes.

Students are well informed by the course instructors about the COs and POs leading to constructive co-operation of students & instructors to achieve the required skill sets of the programme / course.

A standard excel template framed assesses the attainment of COs with respect to Continuous Internal Evaluation (CIE) & Semester End Examination (SEE).

Two ways of attainments are adopted:

1.   Direct attainment: Considered from CIE comprising of Internal assessment, Quiz, Assignments, Surprise Test. Question Paper for the Internal assessments are mapped to COs in line with the Blooms Taxonomy.

2.   Indirect attainment: Attained from the Course Exit survey taken at the end of every semester and Program Exit Survey after the completion of the program.

Calculations are as follows:

·   For CIE: >=70->3,>=60=2,>=40=1

SEE: >=60=3, >=50=2, >=35=1

· Course Outcome Statements designated with Bloom's Level identification and target setting for each CO is done.

· Total Attainment calculated with weightage from CIE, SEE and CES as 50:40:10.

· FINAL ATTAINMENT = 80% (Direct attainment) + 20% (Indirect attainment).

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

2.6.3

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

Response: 97.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
570	656	645	635	693

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

2022-23	2021-22	2020-21	2019-20	2018-19
599	676	654	647	711

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 277.42

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.7	35.325	1.895	154.93	84.565

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

The institution has established the Institute-Innovation Council (IIC) based on the ideologies of IIC established by the Ministry of Education to enable students to develop a creative and innovative outlook. Guest lectures are organised for students to invoke their intrinsic abilities to innovate and nurture them.

 The institution has established

1. Entrepreneurship Development Cell through which start-up corporates are encouraged by providing them with the necessary support enabling them to evolve into successful ventures.in the process, the students are also benefitted by working in such start-ups, on campus, gaining knowledge in specific domains. The institute believes, strongly, that such incubation centres are the potential place where innovations take birth. In the process, the students are also benefitted by working in such start-ups, on campus, gaining knowledge in specific domains.

2. Samsung Innovation Cell provides ICT education to students and unemployed youth. Along with core competencies such as AI, Coding and Programming, the program trains participants on a range of soft skills to foster talented youth. Young people who want to develop their technical talents can learn about ICT technology and improve their skills through the program.

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

3.2.2

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

Response: 190

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	57	71	41	9

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.76

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

2022-23	2021-22	2020-21	2019-20	2018-19
53	59	44	78	22

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Link to re-directing to journal source-cite website in case of digital journals	[View Document](#)
Links to the papers published in journals listed in UGC CARE list or	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3.2

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

Response: 0.46

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

2022-23	2021-22	2020-21	2019-20	2018-19
38	49	65	3	1

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

3.4 Extension Activities

3.4.1

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

Response:

The college organizes a number of extension activities to promote the institute-neighborhood community to sensitize the students towards community needs. The students of our college actively participate in social service activities leading to their overall development. The college runs effectively National Service Scheme and National Cadet Corps Units. Through these units, the college undertakes various extension activities in the neighbourhood community. NSS organizes a residential seven-day camp in a nearby adopted village and several activities were carried out by NSS volunteers addressing social issues which include cleanliness, tree plantation, water conservation, Environmental awareness, Women empowerment, National Integrity, Aids awareness, Blood donation camp, Health check-up camp, etc. The NCC unit of the college comes under 39 KAR BN NCC Bengaluru. It aims at developing qualities of leadership, patriotism, maintaining discipline, character building, the spirit of adventure, and the idea of selfservice. The NCC unit of the college organizes various extension activities such as tree plantation, Swachhta Abhiyan, and National equality awareness. Other than NSS and NCC units, the various departments of the college are conscious of their responsibilities for shaping students into responsible citizens of the country by making students aware of social issues through various programs like Environmental Awareness, Plastic eradication, Voters awareness, Health check-up camps, Blood donation camps, etc. All these mentioned activities have a positive impact on the students and it developed student community relationships, leadership skills, and self-confidence of students. It also helped in cultivating the hidden personalities of students and created awareness among students. Students conducted many Activity programs related to skill rural population, Helping local schools in achieving good results, Swatch Bharat and Development of sustainable water management.

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

3.4.2

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

Response:

During the academic years 2018-19, 2019-20, 2021-22 and 2022-23 Don Bosco Institute of Technology is was honoured to receive several prestigious awards like Social volunteer award from Lions Club of Bengaluru Vijayanagara Branch, Certificate of Co-ordination, Certificate on online course, YUVOTHSAVA-2023, Idea presentation award, Baseball Winner, Softball Winner from Visvesvaraiah Technological University, Belagavi, Best Innovative Idea award has received by our staff and students from VVCE, Mysuru, Dev Hacks 1.0 from Rja Rajeshwari College of Engineering, Bengaluru, Academician award was received by Dr. R L Ramesh, Professor and Head, Department of Civil Engineering, DBIT from Construction Industry Development Council and many faculty members from different departments have received Best Social Volunteers award from Lions Club of Bengaluru, Vijayanagar Branch, Bengaluru and recognitions from Government and Government recognized bodies for our outstanding contributions in extension activities. These accolades underscore our commitment to community engagement and the impact of our initiatives on society. They motivated our faculty and

students to continue innovating and expanding our programs to better serve the needs of our stakeholders. Each accolade reinforced our dedication to excellence in community service and encouraged us to strive for even greater impact in the future. These honours not only validate our efforts but also inspire us to maintain the highest standards of service and innovation in our extension activities. We remain committed to leveraging these achievements as catalysts for further positive change within our community.

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

3.4.3

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

Response: 32

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	14	5	3	3

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

3.5 Collaboration

3.5.1

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

Response: 71

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Don Bosco Institute of Technology (DBIT) prides itself on its comprehensive and state-of-the-art infrastructure meticulously designed to support and enhance the academic journey of its students and faculty. The classrooms are equipped with modern amenities such as LCD projectors, blending traditional teaching methods with contemporary technology to create an immersive learning experience. Additionally, DBIT offers specialized facilities including Smart Classrooms, Well-equipped Laboratories, Skill Development Centre, PLM Training Centre, Kuka Robotics, Digital Academy – Cap Gemini, Samsung Innovation Centre, and a Data Centre. These facilities ensure that students have access to cutting-edge resources that enhance their educational journey. The laboratories are fortified with state-of-the-art technology, offering a hands-on experience crucial for practical learning. With 1100 computers and 10 scalable servers on campus, and a robust internet bandwidth of 306 Mbps, all students have access to the necessary technological resources. All departments have separate computer laboratories equipped with updated hardware and software packages, further supporting the academic needs of the students.

The central library at DBIT serves as a pivotal knowledge hub, providing a wide range of study materials, books, e-Journals, e-Books, and digital content. The library facilities include an Online Public Access Catalogue (OPAC), a Book Bank, Current Periodical Display, and an Inter Library Loan (IIL) system. In addition, NPTEL videos, course material, and past question papers of the University Exams are available on the intranet to facilitate academic achievement. A significant portion of the annual budget is dedicated to acquire updated learning resources, underscoring the institution's commitment to academic excellence. DBIT regularly organizes National and International Workshops and Conferences to bridge the gap between industry and curriculum, enhancing the knowledge of students in trending technological areas. The institution also hosts seminars and workshops for effective growth of the organization and along with value addition programs that raise awareness about resource content and the importance of competitive examinations.

DBIT is equally committed to the physical and cultural development of its students. The Dept. of Physical Education & Sports headed by the Physical Education Director, promotes regular sports practice as key to success. The institute offers ample opportunities for students to participate in various intramural and extramural competitions, enhancing their overall personality and physical well-being. The campus is

equipped with modern infrastructure for a variety of sports, including basketball, volleyball, throw ball, badminton, table tennis, cricket, handball, softball, judo, football, netball, chess, carom, athletics, archery, wrestling, martial arts, and traditional sports like yoga, kho-kho, and kabaddi. A modern gymnasium with 12 workstations and a yoga center are also available for students and staff. The cultural unit - Tridha organizes the annual cultural fest, VISMAY, which provides a platform for students to showcase their talents in inter-collegiate events, workshops, and stage performances. Additionally, DBIT celebrates "Kannadotsava" on the eve of Karnataka Rajyotsava, fostering a rich cultural environment. The college also maintains an exclusive transport section with 12 vehicles for transportation, a dispensary for medical care, and diverse maintenance facilities to ensure an uninterrupted and smooth academic session.

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

4.1.2

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

Response: 23.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
115.232133938	117.81960	41.78319	143.2620379	573.435946724

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The Dr. Raja Ramanna Centre for Knowledge Resources (RRCK) library started in the year 2001. It is located in the B- block on the ground floor. It is spread over 1200 square meters. Its layout allows natural light to flood the space throughout the day, creating a welcoming atmosphere that facilitates successful learning. There are about 200 seats available for reading.

The Library is completely automated with Koha Software 23.11 (Cloud version https://dbit-staff.kohasupport.in/), Web OPAC(https://dbit-opac.kohasupport.in/) and Gateway monitoring system (https://dbit-opac.kohasupport.in/inout/login.php).

The library features a reference section with 200 seats, a digital library with 35 computers, a faculty zone and a student competitive zone established within the library, a reprography facility, and an instant support system whereby users can email us with their needs and receive a response quickly. Every day, we will share news articles and new arrivals on our blog (https://dbitlibrary.blogspot.com/). We have also implemented a feedback mechanism for faculty members and recently graduated students, users benefit from this facility, which includes the introduction of an e-book bank system via a Google Drive link, Open Access software, e-books, e-journals, and tools, as well as information about these resources via a QR code on the library notice board.

We have an institutional instance on the IRINS web portal (www.dbit.irins.org), that provides access to all of our institution's research data, and a unique remote access platform for online resources map my access (https://www.mapmyaccess.com). National Digital Library Club membership (NDLI Club).

The RRCK Library has a subscription to the VTU Consortium in order to access online databases that include e-books and e-journals as well as grammar and plagiarism checkers.
The RRCK Library has institutional memberships in IIMB, NAL, and British Council Digital Library Access (BCDL), through which it has access to a number of databases, including JSOR, EBSCO, and PRO-QUEST. Additionally, the library subscribes to the DELNET database.

We will receive assistance from the VTU Consortium in order to gain access to online resources such as e-books, e-journals, and tools, as well as E-journals from Pro-Quest, Springer, Emerald, Science Direct, and Taylor & Francis. E-books from Springer, Elsevier, Taylor & Francis, TMH, New Age International, and Mint. Users can access online open access e-books and e-journals using Knimbus's remote access platform, which can be accessed at (https://dbitb.knimbus.com/user#/home) . We also have a drill bit plagiarism tool accessible for our library's patrons.

The RRCK Library includes about 70,000 book volumes. 6450 e-journals, 23280 e-books, 30 Print Journals, 15 technical magazines. In addition, we have a state-of-the-art QR code technology that allows users to access a wide range of open-access content and drive links to helpful websites. For those who choose it, there will always be instant support via email and WhatsApp.

The library will be improved via the efforts of the Library Development Committee, SWAYAM-NPTEL Local Chapter has got appreciation certificate for good number of faculty and student participation,

Student Forum and Library Advisory Committee.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

In order to maintain effective operation, Don Bosco Institute of Technology always strive to supply cutting-edge technologies and modernize its IT facilities. The IT resources and infrastructure are constantly updated to meet changing technological needs. Both departments and institutes regularly update their facilities. Below is a description of the same.

The IT facility's routine tasks include updating faculty and student email accounts, maintaining the campus-wide CCTV, maintaining the WiFi network and setting up WiFi on user devices, enabling library resources for students and faculty, and maintaining digital classrooms. These tasks are essential to the institute's teaching-learning process and to an efficient administrative system.

Computers in the departments of admission, accounts, library, R&D, Training and Placement, and departmental offices are part of this IT infrastructure. Every computer on campus has access to a Microsoft 365 account. The full array of Microsoft products for all corporate administrative and communication needs may be accessed with Microsoft 365. Computers are networked and equipped with Sophos firewalls, whose Xstream design speeds up cloud application traffic while shielding the network from the most recent threats.

The organization has a membership in Office 365, which offers one disk storage in addition to cloud storage through AWS, which it intends to utilize for cloud applications in the future.
Currently, AWS provides a few proprietary ERP-like solutions along with learning management systems.

Tata Teleservice Ltd. provides 300 MBPS of available internet capacity as of right now. The institute changes its internet connection annually. Six megabits per second of bandwidth is offered by Airtel for a second line. Every PC on the LAN has a speed of 1 Gbps. The two lines will be utilized independently for assessment and academic purposes.

The institute has 1100 systems in total. Of those, 61 were upgraded to TFT monitors, and 151 Lenovo desktop computers with 12th generation systems were purchased.

The organization renews the firewall service for Sophos-XG430 Xstream Protection-36 MOS, and the support license was most recently renewed on September 1, 2022, and it is scheduled to expire on September 1, 2025.

The organization has purchased two access points and two injector adapters. Through a Tata Wi-Fi router, 300 Mbps of Wi-Fi connectivity is offered in the academic and administrative sectors.

During the academic year 2022–2023, three more printers were purchased by the institute, bringing its total number of printers to 72.

The institute had 64 projectors in total. To improve the quality of the teaching and learning activities, the institute purchased 22 new projectors and installed manual screen logic.

Nearly all PCs are equipped with a UPS battery backup system, which offers a 240KVA backup power for three hours.

202 CCTV cameras were installed throughout the campus of the institute.. The institute acquired 75 additional access points, bringing its total number of access points to 28 numbers.

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

4.3.2

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

Response: 2.63

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

Response: 1100

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 33.92

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

2022-23	2021-22	2020-21	2019-20	2018-19
392.10393	230.13890	210.54769	343.97790	283.86724

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

20-07-2024 03:48:03

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 67.35

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

2022-23	2021-22	2020-21	2019-20	2018-19
2351	1872	1669	1572	1751

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 29.7

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

2022-23	2021-22	2020-21	2019-20	2018-19
900	1272	912	980	0

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 53.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
297	414	329	368	355

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

2022-23	2021-22	2020-21	2019-20	2018-19
599	676	654	657	711

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

5.2.2

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

Response: 6.71

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

2022-23	2021-22	2020-21	2019-20	2018-19
32	18	15	24	14

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

5.3 Student Participation and Activities

5.3.1

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

Response: 62

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	13	0	39	2

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.3.2

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

Response: 11.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	30	5	9	4

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

5.4 Alumni Engagement

5.4.1

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

Response:

The Institution has a vibrant Alumni Association. It arranges periodic meetings and events for the symbiotic development of alumni, alma mater, students and staff. The association was established with the **mission to create and maintain a lifelong connection between the institute and its alumni**. Joining DBIT Alumni Association is one of the easiest way to reconnect, give back to the institute and serve as a spring board for further involvement

The alumni work in different areas like Engineering, business and government organizations. They are entrepreneurs and are pursuing higher studies in reputed Universities in India or from foreign. The Alumni Association was established in the year 2012 bearing **Reg No: DRB – N /SOR/159/2012-13**. 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.

DBITAA has evolved over the years with a series of its superlative initiatives through the below Six Major operations

1. ALUMNI VAAVE PORTAL:

It is a one-stop solution to connect all alumni and the graduating students to evolve the DBIT community as a strong ecosystem for Peer Learning, Job Board Access, Gallery, Updates on Events etc.

2. ALUMNI RECOGNITIONS:

DBITAA Celebrates the achievements of the successful alumni through the flagship series titled "**STAR OF THE MONTH**", "**YOUNG ACHIEVER OF THE MONTH**" & "**MY STORY**" in addition to the boost provided to their achievements through the portal and social media platforms.

3. EVENTS:

DBITAA organises events such as **Annual Alumni Meet (MILAN)**, **Sports Meet, Business Meet** etc. are organized for alumni. Similarly, Knowledge Sharing Events such as Expert Talks, Panel Discussions, Industrial Visits, Workshops & Conclaves are arranged to the graduating students by the resourceful alumni.

4. STATUTORY COMPLIANCE:

DBITAA abides to the statutory requirements of **NBA, NAAC, NIRF** etc. to ensure the required readiness for seamless inspections & approvals.

5. FUND RAISING:

DBITAA facilitates Crowd–Funding by its Alumni to help the Meritorious Students Financially. Support a Cause closest to your Heart.

6. OUTREACH INITIATIVES:

DBITAians thrive on bonding and emotions. **DBITAA** maintains regular contact with its alumni through

various communication channels such as **Telephonic Calls, Mails, Exclusive Telegram group** and **the ERP Software module**. This in turn helps us to maintain the **updated database** of the alumni which is a powerful source of connections to connect to the bright minds of the Multi – National Companies. The primary objective of the **Telegram Group** is to strengthen **the inter– personal relations of the alumni and build an ecosystem to help each other for career opportunities.**

The Telegram Group of DBITAA is the gateway to share opportunities related to Internships, Jobs etc. by the alumni to assist their juniors. The other outreach avenues to engage the alumni apart from calls & emails are social media platforms such as Facebook, Instagram, LinkedIn & YouTube.

The above operations have also enabled DBITAA to facilitate the signing of MOUs with Corporate to enhance Industry-Institute interactions.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision:

To be a center of excellence to transform young minds in technical and management education, fostering innovation and entrepreneurial skills with ethical, environmental, and societal responsibility.

Mission:

M1: To impart quality education in order to meet the needs of industry and society.

M2: To collaborate with academia, industry, and research institutes to strengthen the teaching-learning process.

M3: To promote the equitable and harmonious development of students to work in teams.

M4: To imbibe lifelong learning skills and entrepreneurial skills exhibiting leadership.

The Governing Council is formed in accordance with AICTE regulations.The principal, senior faculty members, parents, alumni, students, academicians, industrialists, and esteemed members of the administration make up this group. All administrative and academic matters are discussed, approved, and completed.

Committees meet on a regular basis to plan, carry out, oversee, and assess activities for the current and future academic years. By benchmarking each activity and collaborating with stakeholders, quality administration is ensured. All disciplines undertake reviews of their curriculum and syllabus in order to deliver high-quality education.

The council of HoDs meet once in a week to discuss issues related to education, and faculty members take an active part in carrying out academic programs at different levels. All the members involved are informed of the resolutions that have been made. Department heads also convene staff meeting periodically to discuss goals, assess progress, and decide on next steps. To guarantee the smooth, transparent, and effective functioning of the institute, the IQAC constitutes committees such as the NBA, NAAC, R&D, Women Empowerment Committee, Anti-Sexual Harassment (CICC), Discipline committee, mentoring committee and Grievance Redressal Committees and others.

Senior management is a firm believer in participative and decentralized management. The following

divisions oversee the overall operation of the Institution. 1) Management 2) Academics 3) Standardization of Quality 4) Logistics and 5) Finance. While the academics are coordinated by the principal but predominantly driven by the council of HoD's. Additionally, good practices are graciously shared in order for them to be appropriately institutionalized. Departments observe the second degree of decentralized participative management. Every department has a class teacher for each section, even though the HoDs oversee all departmental operations. Teachers in the classroom have a big impact on how their sections operate. Every part is separated into groups of mentees, with twenty students per group, who would be looked after by a mentor. In this way, the academic activities function primarily through participation. Furthermore, a network of committees tasked with achieving particular functions. This covers grievances redressal, and discipline over the entire college. There are administrative and facilities departments that function as stand-alone support groups in addition to academics. One of IQAC's main initiatives is its independent, objective work to improve academic quality. It also handles responsibilities for quality frameworks such as NBA, NAAC, NIRF, ARIIA, AISHE, etc.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

DBIT is committed to offering a beautiful, lush green environment for teaching and learning. The institution is dedicated to offer top-notch facilities, a well-managed campus, highly qualified, knowledgeable and experienced faculty, training & placement programs that match industry demands, and a proctoring system that allows students to receive guidance on both academic and non-academic matters. The institution management is constantly implementing new technologies to provide its stakeholders with an all-round excellent education.

As seen from the policies, administrative structure, appointment and service guidelines, processes, etc., the institutional entities operate effectively and efficiently. The Chairman of the Board is the patron. The governing council meets to ratify the policies that are made by the governing body. The organizational hierarchy is maintained in the process of effective decision-making. In order to ensure that policies pertaining to academics, research & development, admissions, exams, training & placements, and industry-institution relations are implemented smoothly, committees for role delegation and responsibility delegation are composed of the Principal and the IQAC. The principal oversees the monitoring of several procedures, periodic evaluations, and ongoing improvement. The departmental system allows HoDs to contribute, and participatory decision-making procedures are used. Decisions are

made in the HoD meeting and promptly implemented. The institution carefully abides by the AICTE's service guidelines, recruitment takes place in accordance to the norms of the AICTE. A body comprising of the Executive director/Secretary, Principal, HOD, subject expert and VTU nominee decides the worthiness of the faculty member by his/her performance in the interview according to the parameters meeting good academic standards. Further, the institution maintains several cells and committees, including Student Grievance Cell, Internal Compliance Committee, Disciplinary Committee, Anti-Ragging Committee, Internal Quality Assurance Cell, Examination Committee, Admission Committee, Online courses Committee, Sports Committee, and College Magazine Committee. These bodies convene regularly to address specific concerns within their respective areas and provide recommendations to the College Council for policy formulation.

Few illustrations which demonstrate strategic planning and development in DBIT

1. The year 2020-21, was a pandemic year. The campus Task Force committee was constituted for the implementation of COVID-19 Standard Operating Procedures. The principal and NSS officer approached the medical officer, at Primary Health Care Centre, Kumbalagodu, Bengaluru requesting for conducting vaccination drives and a free RT-PCR covid test camp in our institute. Both events were meticulously and successfully conducted under the banner of the NSS/NCC/Red Cross Society.
2. submitted a proposal for Mentor Institute (MI) to AICTE. DBIT is nominated as MI under the Margdarshan Scheme of AICTE. MI can mentor up to 10 Mentor Beneficiary Institutes by conducting programs related to NBA, promoting research, consultancy, and lectures on Innovation and Entrepreneurship development for faculty and students. MOUs were signed with the MBIs. An initial grant of 30 Lakh has been sanctioned by the AICTE.in the year 2022.
3. The Institution has different processes such as CIE process, feedback mechanisms, Faculty Appraisals, Internal Academic Audits for quality enhancement.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Performance based appraisal reports are essential for the growth of an organization and the employee. It helps the organisation to find out whether an employee is being productive or liable. At DBIT, performance appraisal reports encourage 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 employee 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 performance appraisal report is to be filled by employees in a given prescribed format which includes all the parameters of the appraisal system which are reviewed by the HoD's and Principal. The overall report is further reviewed by the chairman of the governing body. The employee appraisal shall be done after the recommendation of governing body members.

List of Welfare Measures provided by the Institute for Teaching and Non Teaching Staff.
1. Various leaves available to reaching and non teaching staff are vacation leave, casual leave and Maternity leave.
2. Employee Provident Fund for Teaching and Non-Teaching Staff.
3. Loan facility is available for institute Staff through ICICI bank.
4. Transportation facility is provided for Teaching and Non-Teaching Staff.
5. Accident benefit Insurance is provided by ICICI Bank.
6. Gratuity benefit is provided for Teaching and Non-Teaching Staff.
7. Employment State Insurance facility for Non Teaching Staff.
8. Free vaccination camps were conducted for teaching, Non teaching Staff and Students during the year 2020-2021.

9. Free RTPCR Covid-19 Test camps were conducted for teaching, Non teaching Staff and Students during the year 2020-2021.

10. Sanitizers are provided to all departments on regular basis during the year 2020-2021.

The financial support policy of DBIT is to provide

1. Financial assistance to the teachers in order to attend the conferences, workshops, faculty development programs, etc. conducted under AICTE, IEEE, UGC, NAAC etc.
2. Financial assistance towards membership fee of professional bodies, promote research and travel allowance.
3. Seed money to apply for patents, funded projects and consultancy.

The objectives pertaining to the financial assistance policy are

1. To enhance research activities.
2. To inculcate research among faculty and students.
3. Foster exchange of ideas among scholars of other colleges of repute interested in research.
4. To promote Industry-Interaction with the other colleges of repute

The process to obtain financial support is that

1. The faculty writes a letter financial assistance / seed moneyRequest letter to provide financial assistance.
2. Brochure of the event/or any other document of evidence.
3. OOD form or project proposal.
4. The principal grants permission to attend and provide financial assistance only if the Institution is of repute and the content of program is substantial.
5. The amount claimed is credited to salary account of faculty.
6. In case of consultancy work, there will be a profit sharing of 70:30 between the faculty and DBIT.

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

6.3.2

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

Response: 44.18

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

2022-23	2021-22	2020-21	2019-20	2018-19
35	187	30	95	40

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

6.3.3

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

Response: 50.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	130	94	143	116

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

2022-23	2021-22	2020-21	2019-20	2018-19
31	30	42	42	25

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Resource Mobilization

The institution has a mechanism to ensure adequate budgetary provisions for academic and administrative activities to monitor the effective, efficient, and optimal use of financial resources. HoDs of respective departments submit budget proposals regarding expenditure for an academic year, which is scrutinized by Head of the Institution and thereafter a consolidated budget is placed before the Management for approval.

The sources of income are mentioned below

- The main source of income is the annual fee from students that are collected in accordance with the State fee guidelines.
- Hostel facility is provided for both girls and boys. Thus the Hostel fee is also a source of Income.
- Funds are raised through sponsored research from VGST, VTU and KSCST and consultancy.
- Sponsorship from various Government and Non-Government Organisations is obtained to conduct Academic programs.
- The Institute has adequate resources to conduct JEE Mains, Comed - K exams, Gate Exams and other competitive exam et in the campus

Utilization

The optimal utilization of funds is done as shown below:

? The academic infrastructure, including classrooms, seminar halls, lab equipments, software, and

hardware, IT facilities etc., are regularly upgraded to facilitate students learning.

? Funds are allocated to encourage research and development activities and for enhancing library facilities like subscriptions to Books/ Journals/ Periodicals/ Magazines.

? Conduct conferences, workshops, FDPs, training programs for staff and sports etc., to ensure the quality education in the institute.

? Conduct student activities like Induction-cum-Orientation Programs, technical competitions, cultural activities, literary events, seminars, workshops, placements, Industrial visits etc.

? To maintain environment-friendly campus with facility for rainwater harvesting, waste management, solar plant etc.,

? Adequate funds are utilized for maintenance of infrastructure of the Institute towards upkeeping of the fixed assets, maintenance of classrooms, repairs & maintenance of laboratories, administrative set up and maintenance etc.

Internal and External Audit

The Auditor covers the following aspects while conducting the audit, to name a few:

1. A thorough examination of all systems
2. Internal Controls Assessment
3. Arithmetic Precision
4. Principles of Accounting
5. Statutory Obligations

The auditing process involves sending questionnaires, looking at accounting records, checking internal controls for verification of financial processes, etc. Auditors will perform analytical procedures and determine the inherent risk. An audit plan will be developed after taking into consideration the control risk and understanding the internal control structure.

These common objectives help gather the evidence before preparing an audit report.

At the conclusion of the audit, the auditor provides us with a report, known as the audit report. In the said report is mentioned the opinion of the auditor. This is where the auditor provides their professional opinion on whether the financial statements are fairly presented and following applicable accounting standards.

The auditor is neither trained as nor expected to be an expert in the authentication of documents. Further, an audit is not an official investigation into alleged wrongdoing. Furthermore, because of the inherent limitations of an audit, there is always an unavoidable risk that some material misstatements of the financial statements may not be detected, even though the audit is properly planned and performed.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

IQAC plays a very important role in inculcating quality culture in the Institute. The objective of IQAC is to develop a system for pragmatic and consistent action to improve and sustain the academic and administrative performance of the institution.

The IQAC forms different committees, that comprise members drawn from all departments. Based on the recommendations of the IQAC, organized methodology of documentation and internal communication, the merits and areas of improvement for each program are highlighted. It considers the following three different reports to evaluate academic quality

1. Course File

2. Personal File

3. Department Academic File

IQAC ensures that the academic audit committee members are fully briefed to carry out their objectives, roles, responsibilities and standard operating procedures appropriately with the supervisory look at the IQAC documents listed above. It is in a position to identify the good practices being followed by one or more departments and it institutionalizes the identified good practices across the institution.

The IQAC conducts Academic Audit once in a semester.

IQAC also takes initiative to conduct Green Audit, Environment Audit and Energy Audit once in two years.

In the year 2023, IQAC has taken initiative to conduct Curriculum Feedback Survey from the stakeholders, namely students, faculty, employees and alumni online by designing a new questionnaire. The feedback is collected at institution level and analysed.

In the year 2022, a software to calculate attainment of course outcomes and program outcomes was introduced in order to compute the attainments with greater ease and comfort.

Workshops, FDPs and Orientation programs on Blooms Taxonomy, Outcome Based Education, are conducted at regular intervals of time.

The structure and methodologies of operation that implement the TLP consist of formulation of the academic calendar, course allocation, lesson plan, course delivery, CIE (Continuous Internal Evaluation, Identification and support for slow learners, conduction of SEE (Semester End Examination), and finally the SEE result analysis. SEE result analysis is one significant milestone at which the IQAC reviews the TLP process and suggests improvements to the departments. As required, specific forms and templates would undergo change to improve the TLP process. Under exceptional conditions, the IQAC also discusses the outcome of the result analysis with the senior management and takes their input for process improvements.

Additionally, each HOD's meeting would have an Internal Quality Assurance perspective by IQAC representatives who pitch in as might deem fit to address quality-related issues and wherever possible bring in process improvements as an interim measure that gets institutionalized.

.Library is automated using Integrated Library Management System (ILMS). 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, Coursera, EDUSAT, E-Learning, knimbus etc. The institution has also implemented the Koha software for library automation.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The hostel is managed by a resident female warden and a female security officer, creating a secure and supportive environment for female students. Similarly, the boys' hostel has a dedicated resident warden, ensuring thorough oversight and safety for all residents.

CCTV cameras are strategically placed throughout the hostel, campus walkways, corridors, and common areas to enhance surveillance. This comprehensive network of cameras ensures thorough monitoring, deterring misconduct and ensuring security for all students and staff.

Continuous security coverage is provided 24/7 at college and hostel entrances and key locations. This round-the-clock security presence ensures that any potential issues can be promptly addressed, maintaining a safe campus environment at all times.

In compliance with AICTE/University regulations, statutory committees such as the Anti-Sexual Harassment committee (CICC) and the Women Empowerment committee, composed of female faculty members, are established and operational. These committees play a crucial role in addressing grievances, promoting gender equality, and ensuring a safe and respectful atmosphere for all.

The Women Empowerment Cell annually organizes International Women's Day on March 8th, turning it into a platform for celebrating women and raising awareness about ongoing challenges like gender equality, violence, and discrimination. The event includes seminars, workshops, and guest lectures from prominent figures in women's rights, fostering an environment of learning and advocacy.

Suggestion and complaint boxes are placed in key areas for feedback and grievances, ensuring that students' concerns are addressed. This system encourages a culture of openness and continuous improvement within the institution.

Counseling:

The college maintains a structured student counseling system where each student is paired with a faculty member who acts as their Proctor throughout their academic journey. This system provides personalized guidance and support, helping students navigate academic and personal challenges.

Faculty members are assigned a group of 30 students for mentoring, fostering strong student-mentor relationships and allowing mentors to gain a comprehensive understanding of each student's personality.

This close-knit approach helps in effectively identifying and addressing individual student needs.

Regular counseling sessions are conducted by the well-experienced senior female counselor, Mrs. Sajani Bhat, available for all female students and faculty at DBIT. These sessions offer a safe space for discussing concerns and receiving professional advice on mental health, stress management, and personal development.

Common Rooms:

Separate common rooms are designated for male and female students within the institution. These common rooms are equipped with comfortable seating, recreational activities, and study spaces, providing a relaxing and inclusive environment for students to unwind and interact.

Adequate girls' restroom facilities are provided across campus blocks, equipped with amenities such as sanitary napkin dispensers, hand dryers, and mirrors. ICC-monitored waiting halls ensure safety. These facilities are regularly maintained to ensure cleanliness and comfort for female students.

A Health Centre is conveniently located on campus for students' medical needs. Staffed with qualified medical professionals, it provides services such as first aid, general health check-ups, and emergency care, ensuring students have access to essential healthcare at all times.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency	[View Document](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)
Certificates of the awards received from recognized agency (if any).	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of

students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Cultural Diversity: DBIT College celebrates cultural diversity by hosting a variety of festivals, cultural fests, and events that unite students from diverse backgrounds. These activities promote mutual respect, understanding, and unity, enriching the campus experience and fostering an inclusive community where diverse traditions and perspectives are shared and valued. Events like these provide a platform for students to showcase their unique cultural heritage, enhancing the overall vibrancy of the campus environment.

Regional Diversity: DBIT College embraces regional diversity by admitting students and appointing faculty from various regions across the country. This inclusive approach enriches the learning environment by promoting a broad exchange of ideas and perspectives. The diverse regional representation fosters a vibrant and dynamic community, enhancing both academic and cultural experiences for all members. It allows students and faculty to gain insights into different regional cultures and traditions, broadening their horizons and fostering a more comprehensive educational experience.

Linguistic Diversity: DBIT College celebrates linguistic diversity by acknowledging and celebrating all religious festivals. The institution provides holidays for these festivals and ensures that the head of the institution extends greetings to all faculty members through personalized emails. Additionally, the college celebrates numerous religious festivals with the participation of all faculty members, promoting a sense of unity and respect among different linguistic groups. This practice underscores the college's commitment to fostering an inclusive, tolerant, and unified atmosphere that embraces cultural, regional, linguistic, communal, and socioeconomic diversities.

DBIT College fosters inclusivity through various initiatives, including the celebration of national festivals, observance of global commemorative days, engagement in NSS (National Service Scheme) activities, and hosting cultural and sports events. Participation in AICTE (All India Council for Technical Education) activities also contributes to enhancing diversity, inclusion, and educational excellence. These efforts collectively create an environment that values and respects diversity, encouraging students to appreciate and engage with different cultures and perspectives.

DBIT College is dedicated to educating students and staff about their constitutional duties and rights. Through induction programs, specialized courses, and national celebrations, the college fosters a deep understanding of civic responsibilities. The Induction Program emphasizes the college's foundational principles and the importance of harmony in diversity, scientific temper, humanism, and a spirit of inquiry.

For second and third-year undergraduates, specialized courses such as "Constitution of India," "Professional Ethics and Cyber Law (18CPC39/49)," and "Environmental Studies (18CIV59)" are offered. These courses are designed to enhance awareness of constitutional obligations and democratic principles. They cover essential topics like human dignity, anti-discrimination, Internet laws, cyber-crimes, and cyber laws, encouraging students to reflect ethically on professional practices, environmental stewardship, and the evolving digital landscape.

DBIT College commemorates Independence Day and Republic Day annually to promote leadership, tolerance, problem-solving, and innovative thinking. By engaging students in these commemorative events, the college fosters a sense of national pride and civic responsibility. The college organizes seminars, workshops, and guest lectures featuring eminent personalities from various fields, including law, public administration, and social activism. These events provide students with practical insights into the applications of constitutional values and the importance of active citizenship. Moreover, DBIT College supports student-led initiatives and clubs focused on social justice, environmental sustainability, and ethical technology use. These activities encourage students to take an active role in community service and advocacy, preparing them to be responsible and engaged citizens.

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

7.2 Best Practices

7.2.1

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

Response:

I - 1. Title of the Practice: Strengthening Alumni Engagement and Networking at DBIT

2. Objectives of the Practice

The primary objective of the DBIT Alumni Association is to foster a strong network among graduates and current students, enhancing career opportunities and mentorship. It aims to build a robust community that supports professional development, lifelong learning, and institutional growth. The association also seeks to leverage alumni expertise for curriculum development and industry-academia collaborations.

3. The Context

The key challenge was the geographical dispersion of alumni, making it difficult to maintain regular

contact and engagement. Additionally, there was a need to create a platform that could effectively bridge the gap between alumni and the institution, ensuring mutual benefits. Another issue was the integration of alumni feedback into institutional strategies and curriculum updates, which required a systematic approach. Addressing these challenges involved deploying digital tools for communication, creating structured engagement programs, and fostering a culture of continuous interaction.

4. The Practice

The DBIT Alumni Association employs multi-faceted approach to engagement. Key initiatives include regular alumni meet-ups, virtual webinars, and mentorship programs. The use of a dedicated alumni portal allows for seamless communication and networking.Challenges included maintaining consistent participation and securing funding for events. To overcome these, the association launched a membership drive and partnered with corporate sponsors. Additionally, alumni success stories are highlighted through newsletters and social media, inspiring current students and enhancing the institution's reputation.

The association also organizes an annual alumni day - MILAN, featuring panel discussions, workshops, and networking sessions. These events are designed to provide professional growth opportunities and strengthen the bond between alumni and the institution. The practice's uniqueness lies in its comprehensive approach, combining traditional networking with modern digital tools to create a vibrant and supportive alumni community.

5. Evidence of Success

The success of the DBIT Alumni Association can be measured through increased alumni engagement and positive outcomes for current students. There has been a significant rise in alumni participation in institutional events, over 70% attending MILAN annually. Additionally, mentorship programs have led to improved career placements, with many students securing internships and jobs through alumni connections. Surveys indicate high satisfaction rates among both alumni and students, highlighting the effectiveness of the association in achieving its objectives.

6. Problems Encountered & Resources Required

Challenges included ensuring regular participation from diverse alumni base and securing continuous funding. Addressing these required dedicated staff to manage alumni relations and the development of a comprehensive digital platform for engagement. Financial resources were also needed for organizing events and maintaining the alumni portal. To mitigate these issues, the association sought corporate sponsorships and implemented a membership fee for enhanced services.

7. Notes

For other institutions looking to adopt this practice, it is crucial to leverage digital tools for effective communication and engagement. Building a strong alumni network requires continuous effort and innovation, including regular feedback loops and personalized engagement strategies. Ensuring the alignment of alumni activities with institutional goals will enhance the overall impact and sustainability of the practice.

II - 1. Title of the Practice: Promoting Community Health through Blood Donation Camps @ DBIT

2. Objectives of the Practice

The primary objective of the DBIT Blood Donation Camp is to contribute to the community's healthcare needs by providing a steady supply of blood to local hospitals. Additionally, it aims to raise awareness among students about the importance of blood donation and foster sense of social responsibility. The initiative also seeks to create a culture of regular blood donation within the college community.

3. The Context

Organizing a successful blood donation camp at DBIT required addressing several challenges. The first was educating students and staff about the importance and safety of blood donation to overcome any fears or misconceptions. Additionally, logistical challenges such as coordinating with local blood banks, ensuring adequate medical supervision, and providing suitable venue needed careful planning. The camp also had to comply with health regulations and ensure donor safety during the ongoing pandemic, adding another layer of complexity.

4. The Practice

DBIT hosts an annual Blood Donation Camp in collaboration with Lions Club Bengaluru, Vijayanagara, with assistance from Red Cross Society, NSS and NCC. This event, held on the DBIT campus, highlights several critical points. Firstly, the collaboration with reputable organizations ensures the camp's efficiency and credibility. Secondly, the involvement of Red Cross Society, NSS and NCC promotes student engagement and volunteerism. Thirdly, the camp is testament to DBIT's commitment to social responsibility and community health. Lastly, the initiative not only raises awareness about the importance of blood donation but also directly contributes to saving lives, showcasing the institution's dedication to societal welfare.

5. Evidence of Success

The success of the DBIT Blood Donation Camp is evident from the consistently high turnout and the volume of blood collected, which has steadily increased with each event. In recent camps, 200 units of blood were collected per session, significantly contributing to Lions Club of Bangalore Vijayanagar. Feedback from Lions Club of Bangalore Vijayanagar indicates that the donations have been crucial in managing shortages. Surveys of participants show a high level of satisfaction and a strong willingness to donate again, demonstrating the camp's effectiveness in promoting regular blood donation habits.

6. Problems Encountered and Resources Required

Key challenges included managing donor turnout and ensuring adequate medical support. Initial reluctance from students due to fear of needles and health concerns were significant barrier. Addressing this required extensive awareness campaigns and collaboration with healthcare professionals to provide accurate information and reassurance. Resources required included medical supplies, logistical support for setting up donation stations, and refreshments for donors. Funding and support from local health organizations and the institution were crucial in overcoming these challenges.

7. Notes

It is important to engage both students and staff through continuous awareness campaigns and

educational programs about the importance of blood donation. Collaboration with reputable health organizations can ensure the credibility and safety of the camps. Additionally, creating supportive and appreciative environment for donors can significantly enhance participation and retention, making the initiative sustainable in long term.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

In the realm of research and innovation, our institution shines as a guiding light of excellence, embodying a steadfast dedication to expanding the frontiers of knowledge while fostering a culture of ingenuity and exploration. With a deliberate focus on research-centric endeavors, we have positioned ourselves as pioneers in developing pioneering solutions to modern challenges. Our commitment to this cause is reflected in the numerous initiatives and resources we have dedicated to ensuring our research efforts are both impactful and far-reaching.

The distinguishing feature of our institution's performance in this sphere lies in its robust framework that champions interdisciplinary collaboration and scholarly inquiry. Through state-of-the-art research facilities and a faculty devoted to the cause, we have fostered an environment that encourages groundbreaking discoveries and meaningful contributions to both academia and society as a whole. Our research infrastructure includes advanced laboratories, specialized research centers, and access to vast digital libraries, all designed to support and enhance the research capabilities of our students and faculty.

A standout aspect of our institution's achievements is our knack for translating research outcomes into tangible applications, thus propelling innovation and spurring economic development. We actively engage with industry partners, government agencies, and international organizations to ensure that our research not only addresses theoretical questions but also offers practical solutions to real-world problems. This translational research approach has led to the commercialization of several innovative technologies and processes, fostering an ecosystem where research-driven startups and spin-off companies can thrive.

Furthermore, our institution places a strong emphasis on nurturing the future generation of researchers through mentorship programs and hands-on research opportunities. Senior researchers and faculty members guide young scholars, helping them navigate the complexities of academic research and

develop the skills necessary for independent inquiry. This mentorship is complemented by workshops, seminars, and conferences that expose students to the latest developments in their fields and encourage the exchange of ideas.

Our dedication to fostering a dynamic research community is also evident in our collaborative projects and partnerships. We have established numerous Memoranda of Understanding (MoUs) with leading universities and research institutions globally, facilitating joint research initiatives, faculty exchanges, and student exchange programs. These collaborations not only enhance the quality of our research but also provide our students and faculty with valuable international exposure.

In addition to our research initiatives, our institution offers comprehensive sports facilities, counseling services, and participation in initiatives like the Smart India Hackathon (SIH), further enriching the holistic development of our students and faculty. Our sports facilities include well-maintained fields, courts, and fitness centers, promoting physical health and team spirit among students. Regular sports events and competitions are organized to encourage participation and foster a sense of camaraderie.

Our counseling services are designed to support the mental and emotional well-being of our students. Professional counselors are available to assist with a range of issues, from academic stress to personal challenges, ensuring that students have the support they need to succeed both academically and personally. These services are integral to our commitment to creating a supportive and inclusive campus environment.

Participation in initiatives like the Smart India Hackathon (SIH) showcases our dedication to innovation and problem-solving. Through SIH, students are given the opportunity to work on real-life challenges posed by industries and government agencies, developing solutions that have the potential to make a significant impact. This not only enhances their technical and problem-solving skills but also provides them with valuable experience in working on interdisciplinary teams and handling real-world constraints.

Our institution's focus on research and innovation is also reflected in our funding and grant acquisition efforts. We actively pursue research grants from national and international funding bodies, securing substantial financial support for our projects. This funding enables us to undertake high-impact research, purchase advanced equipment, and provide scholarships to promising researchers. Our success in grant acquisition is a testament to the quality and relevance of our research proposals.

Moreover, we recognize the importance of disseminating research findings to a broader audience. To this end, our faculty and students regularly publish their work in high-impact journals and present at prestigious conferences. We also host our own annual research symposium, where researchers from within and outside the institution can share their findings, exchange ideas, and explore potential collaborations. These efforts ensure that our research contributes to the global pool of knowledge and inspires further inquiry.

In our pursuit of excellence, we have also embraced emerging fields of research. Areas such as artificial intelligence, renewable energy, software development and sustainable development are given special attention, with dedicated research groups and facilities. By staying at the forefront of these rapidly evolving fields, we aim to address some of the most pressing challenges facing humanity today and in the future.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

DBIT is located on a lush greeen campus free from hassles of city, but still in the proximity of the city. The Institute has great learning environment. The Institute encourages curricular, co-curricular and extra-curricular activities on the campus. It has well equipped library facility with an access to offline and online learning resources.

The students are also guided to carry out innovative projects thereby enhancing the knowledge and skills of students.

Distinction Award Ceremony is conducted every year and award meritorious students with silver and gold medals.

The Institute is blesssed with a magnanomous management, providing art of class Infrastructure in all respects.

Girls and boys hostels are located in close proximity with the premises. In order to ensure safety and security for girl students, CCTV cameras are located through out the campus.

Concluding Remarks :

DBIT has furnished all the data according to required format. Due care has been taken to provide authenticated and correct information while filling up the SSR for cycle 2