



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

DON BOSCO COLLEGE

DON BOSCO COLLEGE, D WING, DON BOSCO CENTER FOR LEARNING
(DBCL) CAMPUS, PREMIER AUTOMOBILES ROAD, KURLA WEST,
400070

<http://www.donboscocollege.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Don Bosco College is a Christian minority institution affiliated to the University of Mumbai. The institution is established by the Bombay Salesian Society that preserves sanctity towards knowledge. The college is situated in a beautifully landscaped Don Bosco Centre for Learning (DBCL) campus centrally located at Kurla West in suburban Mumbai. The campus encompassing technical as well as non-technical institutions, has a unified strategy of developing exclusive and exemplary institutional model that synergises the creation of economic empowerment, social responsiveness and environmental commitment.

Established in 2008 with a modest beginning, Don Bosco College (DBC) has evolved into one of the leading centres distinct for its multidisciplinary approach and the exploration of new knowledge. Designed as a typical 'Don Bosco' institution every space has been created to ensure that the student experience here is enjoyable, comfortable, educational and result driven. The institution champions the need to go **beyond the commitment to market** and is built such that it could serve larger national priorities and create meaningful social values in the minds of young generation.

DBC is a **sun rise institution** offering three unique career-oriented courses viz. B.Sc. in Hospitality Studies, Bachelor in Management Studies (B.M.S.) and Bachelor in Mass Media (B.M.M.). The courses build a **strong academic foundation** equipping the students in learning basic skills thoroughly. Wherever suitable, the delivery mechanism gives a special emphasis on practical hands on skill development. Precise preplanning with perfect execution enables the college to provide a learning environment conducive for effective teaching and active learning. The college has been cultivating global standard chefs, and media and management professionals in a pragmatic academic environment of authenticity and innovation for the last one decade. The institution has maintained a unique name as a college apart for its fine blend of academics, sports and culture.

During three years of graduation life at Don Bosco, students become constructive, practical, gain comprehensive character and learn to communicate better. Upon successful completion of a degree course with the best-fit internship and attractive job placements from Don Bosco College, the graduates are better positioned in the competitive platform with excellent career opportunities.

Vision

The college has clearly defined Vision and Mission statements and distinctively articulated Objectives. The Vision statement of the College reflect the ideal of nurturing holistic development in students. It portrays the student centric approach of the college intending for their overall growth and development.

VISION STATEMENT OF DON BOSCO COLLEGE:

“To develop holistic and responsible citizens who have a love for continuous learning and are able to effectively discern their calling and career.”

The College, through its vision believes in embedding qualities of **integrity, commitment and passion** amongst its students, thereby inculcating basic values of **simplicity, discipline as well as empowering**

students towards leadership. Each of these values are explicitly reflected in the routine functioning of the Institution.

Under the broad umbrella of the institution's vision, each department have envisaged their own vision. The department specific vision statements are given below:

DEPARTMENT OF HOSPITALITY STUDIES:

“We aspire to be the premier institute and first choice of all hoteliers and students and empower the marginalised and disadvantaged youth to reach for their dreams and thus take their place in society with their heads held high”

DEPARTMENT OF MANAGEMENT STUDIES:

“To generate leader citizens who can make a difference”

DEPARTMENT OF MASS MEDIA

“To prepare students for a career in mass media by providing them with new knowledge and suitable skills as demanded by the media industry and to advance the understanding of practices of mass communication.”

CORE VALUE FRAMEWORK

Don Bosco College translates its vision into its activities through the core values the Salesian society upholds. The core value aims at developing a well-balanced personality capable of working harmoniously in teamwork and adjusting to the ever-changing environment The Don Bosco Institution stands on the pillars of the following core values.

- The quest for **excellence**
- The **respect** for other individuals
- Integrity
- Being fair & just

The Vision - Mission statements and Core value framework of the college are communicated to all stakeholders through appropriate channels - through display at strategic places in the college premises, in priced publications as well as in the college website to give a wider reach.

Mission

- The Mission and Vision statements of the College are the threads that bind the core values, moral grounding and drives the activities of the College. The Mission of the College is to blend values, traditions and culture, building a supportive and healthy environment in the college. The mission integrates professional up gradation with the dynamic needs of society.
- To implement facilitating structures that create a professional yet supportive environment for collaborative and team learning.
- To enable the holistic growth of students
- To make students sensitive to the social and environmental issues and deprived segments so that they

realize not only their rights but also responsibilities as citizens.

- To empower students with proper discernment and opportunities to choose their calling and career appropriately.
- To facilitate the development of relevant competencies in alignment with the needs of society and organizations.
- To implement effectively in letter and spirit The Preventive System (The Don Bosco Way)

OBJECTIVES

The precise targets with measurable qualitative and quantitative outcomes derived from its mission statement are reflected in the objectives of the college:

- To impart quality education in emerging areas of knowledge having social relevance.
- Provide learning experiences and develop functional competencies, which bridge the academia-industry divide.
- To encourage continuous innovation of educational delivery by introducing Learner centric Teaching-learning process
- To foster an environment that will create professionals, team leaders and/or self-driven entrepreneurs
- To reach out to the community by generating consciousness about health, social and environmental issues.

QUALITY POLICY

The primary aim of Don Bosco College is to emerge as an accredited premier institution with a brand image imparting quality education relevant to the needs of the society and catering to holistic development of students through meaningful interventions, personal and career counselling. We strive to uphold the tradition of Don Bosco by creating an enabling environment and by building relevant competencies (training on soft skills, professionalism and language proficiencies) that address individual and community needs.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The following are the strong features of the institution:

- A branch of a renowned international organisation committed to education and service;
- The Supportive and progressive minded Management viz... The Bombay Salesian Society, is renowned in the field of education for reinforcing a culture of excellence;
- Fostering unique Charism (Rapport (loving kindness), Reasoning & Religion (integrity)) as a Religious minority institution with Salesian Background;
- Global image of Don Bosco attracting high demand ratio for all courses;
- Strategically located in the commercial capital of India, centrally placed and well connected by road and rail for easy accessibility;
- Offering unique academic programs in emerging areas of knowledge having social relevance and meeting the national and global trends in higher education with high industry acceptability. ;
- Several initiatives have been introduced to make its teaching –learning more relevant and in tune with industry requirements ;

- Learner centric Teaching-learning process and admirable academic results;
- Conducive environment for extensive use of ICT in teaching learning process and updated digital infrastructure; All class rooms are equipped with LCD Projectors for effective delivery of lectures.
- Offering intensive training in subject related value added programmes;
- The college has experienced, devoted, approachable, sincere and qualified faculty members.
- Decentralised administrative set up of college office;
- Strong & Supportive mentoring and Counselling system for handling stress related issues of youngsters;
- Sprawling playground with a classic shape and lush green landscape in the center of campus enabling extensive scope for coaching students in outdoor games;
- Serene and solace atmosphere of ecofriendly campus (solar panel for alternative source of energy, organic plantation within campus, rain water harvesting, solid waste management system etc.) having well constructed buildings;
- Socially sensitive extracurricular activities, religious celebrations and outreach programmes.
- Incessant association of strong Placement and Training Department with industries for arranging internship and placements.
- very Good relationship Maintained with stakeholders;
- A centre for life - long learning for both faculty and the students.

Institutional Weakness

The noticeable weaknesses of the institution are:

- Limited linkages with industries / institutions for research promotion and consultancy services
 - International tie ups and effective collaborations yet to be initiated.
 - Overall number of faculty holding Doctorate degree is less.
 - Faculty yet to identify sources for financial support from funding agencies for projects.
 - interdisciplinary, collaborative Research needs to be encouraged.
 - The college is yet to strengthen the Alumni Association.
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- The campus is located in the heart of the city, therefore there are limited options for spatial expansion due to very high real estate prices.
 - Yet to market adequately our capabilities and strengths to attract high ranked input.

Institutional Opportunity

The emerging opportunities for the college can be underlined as follows:

1. There is a good opportunity for students to progress from UG to PG.
2. There is a lot of scope to introduce new programmes of UG and PG in emerging areas.
3. Teachers can grow in their career by taking advantage of growing trend in ICT enabled training programmes at national level for skill development.
4. The existence of a supportive administrative staff enables the college to plan for introducing paperless office and to move towards e governance and ERP Management system.

5. To develop effective industry- institute linkages
6. To start subject related value-added courses with a view to enhance employability and holistic development of students.
7. To encourage research activity / to develop a strong research culture in the college and /or to explore research potentials of the faculty and students.
8. To tap up fully the strong alumni base for developing infrastructure and to strengthen student support mechanism.
9. The dedicated faculty could contribute more towards Research and consultancy
10. Industrial training opportunities to students and faculty
11. Staff and student exchanges with foreign universities and leading Institutions in India
12. With the establishment of 'EDC', opportunities are available for students to become entrepreneurs
13. The Departments can take initiatives to arrange international / national level seminars, conferences and research lecture series.

Institutional Challenge

The college faces challenges on the following areas :

1. Predominantly under graduate institution finds it difficult to create a vibrant research culture.
2. Motivating faculty to do carry out research and pursue their PhD from reputed institutes;
3. To improve consultancy work by Faculty.
4. Benchmarking with leading institutions to avail the best in students and faculty.
5. Faculty to gain exposure to leading institutions of India and abroad;
6. To introduce diverse courses according to market and societal requirements.
7. To start short term programmes with industrial collaborations in the cutting-edge areas such as Digital Marketing, Videography, Web Designing etc.
8. Motivating students to gain additional skills to improve employability and quality due to their time constraint.
9. Receiving grants from government funded projects and consultancies.
10. The work pressure, students experience during industrial training and internship in the first and second year in Hospitality industry challenges to continue in second or third year of the programme.
11. Counseling of students for competitive examinations so as to serve as civil servants is a real challenge as within a year of graduation almost all are absorbed in private sector job market in the financial capital of India.
12. Any further expansion of the college facilities is a challenge due to paucity of space.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- The vision and mission of the college highlight the formation of youth into **holistic and responsible citizens** with excellence in their professional and personal capacity. These statements are displayed at strategic places, in priced publications and in the college website.
- The institution has a very effective delivery mechanism with **pre-planned** action process. IQAC plays a

leading role in facilitating the ease of academic planning, smooth flow of curriculum and in monitoring the curriculum implementation; the semester Reckoner – **Daily Log** designed by the IQAC enables teachers to incorporate variety of teaching methods and analyse **cross cutting issues & real life situations** in classrooms.

- Faculty of the college have contributed to the University in course design and syllabus framing as chairperson / members of Boards of Studies / syllabus subcommittees of relevant Board of Studies. The college offers three programmes under Choice Based Credit System with specialisation/elective options; 84 out of 153 courses were revamped during the assessment period.
- In addition to the best mix of action oriented programmes in modern disciplines, the college also offers several **Certificate Programmes, indigenously developed**, aimed at capacity building, employability & entrepreneurship. The goals of these courses are aligned with the vision and objectives of the college. Inputs from corporate and peer experts are inculcated in designing these courses.
- Community orientated **life skill programmes** are offered in pursuit of human values and overall development of students. All freshers attend three days residential programme on life skills.
- Unit based curricula of 153 courses taught in the college have modules which recognize **multiple cross cutting issues** in each course.
- The institution obtains **360 degree feedback** from all its stakeholders **at different points** – at entry level, for syllabi revision, for midterm correction, for performance appraisal and at exit level. The **formal feedback mechanism online** maintains and enhances the programme effectiveness and enables the college to get larger representations. Industry experts and corporates visiting college during placement also share their studied opinions on institution performance. The inputs received on curriculum design and delivery is **communicated** to appropriate authorities of the college and the University.

Teaching-learning and Evaluation

- The college upholds **utmost transparency** in the admission process by strictly adhering to Government and university norms. During 2018-19, college had 730 students on roll.
- IQAC and Departments of the College scrutinize the socio-economic, curricular and extracurricular aspects of each student **during and after** the admission process.
- Well planned mechanism prevails to assess capacity of students at **entry point** and to bring them on a level playing field. Orientation programmes and English proficiency level tests are conducted before the commencement of teaching programme.
- Provisions are made available to take care of needs of **advanced learners. Slow learners** are identified, and **intense remedial coaching** is provided to bring them at par with other students.
- IQAC has developed a **strong Mentor System**. There are 17 mentors and on an average one mentor is allotted 35 students.
- The college adopts innovative and student-centric approach within the framework prescribed by University of Mumbai.
- Meticulous planning and periodical review of teaching plans ensures effective **qualitative teaching-learning methods**. The student-centric approach combined with innovative teaching learning methods sharpens the understanding of syllabus.
- IQAC strives towards improvement of **quality of teaching** through various constructive policy recommendations.
- Latest and cutting edge teaching pedagogy and **ICT enabled teaching aids** are applied for effervescent experiences in Teaching-Learning-Process.
- All teachers use e-learning resources in Learning Management System. A full-fledged **Counseling Cell**,

with two professional counsellors, functions for stress related issues.

- In the current year, there are 15 teachers out of which two are with PhD degree, one M.Phil. degree holder and two teachers are from other states.
- Through Continuous Evaluation Process the college **nurtures critical thinking**, creativity and scientific temper of students. The overall learning atmosphere is conducive for students to participate in **interactive** classroom activities. The college has effective mechanism to ensure achievement of learning outcomes and a sound and **transparent redressal mechanism** for exam related grievances. Teachers and students of all programmes are made well aware of PO, PSO, and Cos and attainment of the same is constantly monitored.

Research, Innovations and Extension

The Institution has an **Entrepreneurship Development Cell** to motivate innovation and Empowerment Centres are functional in each Department. The **Research Committee** monitors and addresses the issues of research and maintains quality of research papers presented and published by the faculty. **Innovative FDPs and student workshops** are conducted for nurturing creativity. Research papers published by the faculty undergo rigorous scrutiny by the Research Committee for valuable suggestions and improvement and also a value addition report is to be submitted to avail seed money. The college has a **Policy on Research Ethics** and has a system to guide and monitor students' research. Three faculty are research guides, one PhD scholar under the guidance of the Principal completed thesis and three faculty who have registered for Ph.D. are at various stages of completion. In the last five years 35 research papers and books are published. Faculty received **awards** for paper presentation and one received **international recognition** in two conferences abroad.

DBC is truly a Christian institution in arranging socially inclined programmes portraying care for Society, to make students aware of social problems and their possible solutions which has developed a positive attitude among students. Students enthusiastically participate in extension activities like Blood donation Camp, AIDS awareness programme, Tree plantation, awareness rallies etc. arranged by NSS unit, Student Council and other clubs In addition, different programmes/activities are conducted by the departments and through Campus Centres viz... **Centre for Social Change and Centre for empowerment** motivating students to extend their help to society. Faculty and Students of the college actively contributed to the collaborated efforts initiated at campus level with UNICEF and with Brihan Mumbai Municipal Corporation.

Active Placement Cell of the college has support from industries for placements. Hospitality Department has maintained a record 100 % placements during last five years. The institution has academia industry interface by tie-ups with **Star Hotels in Mumbai** and has signed a **MOU for academic collaboration** with an autonomous college in Tamil Nadu, **infrastructural tie up** with a firm for sharing high end ovens for practice, **academic tie up** with institutions for extending consultancy services etc.

Infrastructure and Learning Resources

The college has well defined policy for creation and enhancement of the infrastructure for facilitating effective teaching and learning. The college is developed in a spacious campus with well-designed infrastructure. It has adequate classrooms, seminar halls, and practice laboratories to fulfil the academic requirements. **All classrooms are ICT enabled** with projectors, audio systems and restricted internet connectivity enabling the faculty for flipped classroom techniques. Laboratories have requisite equipments to introduce students to new technologies and concepts beyond the curriculum.

Course specific facilities are created as per development requirements. In Mass media floor, facilities are available for faculty to **develop e content** like 74seater **cinematic theatre** with Dolby \ surround Sound system (for digital cinema projection) **Day light studio** (for photography), **multipurpose activity hall** (for self-defence workshops, Yoga centre practices etc), **Chroma studio** (for video production) and Recording studio (for audio production – project nearing completion). The theatre also has provisions for **video conferencing**. The special needs of Hospitality course is catered to by 5 **kitchens**, one training **restaurant, front office, laundry** etc. **Piped natural gas connections** are obtained with adequate safety measures including **fire extinguishers** (30 in number). The campus ensures availability of facilities like **canteen** with hygienic and wholesome food, clean toilets, adequate **water purifiers, Chapel, common rooms, Girls' changing rooms, CCTV surveillance system** etc. On an average, 30 % of budget allocated for infrastructure augmentation during last five years..

Integrated Library Management System 'KOHA' is used to keep track of the library resources. The college has good collection of books, journals and e-resources. College spends on an average Rs. 3 lakhs per annum on Library collections and has a collection of **rare books** including **23 Volumes of Encyclopaedia, Film Encyclopaedia, encyclopaedia of letter writing** and a number of pictorial Hospitality industry books.

IT facility is well maintained with high configurations servers, 100 MBPS internet speed, WIFI access points. Course specific software **Adobe Suite** bought for Mass media Programme. computers with student: computer ratio as approx. 6:1 and faculty to computer ratio as 1:1 . The IT infrastructure is upgraded regularly to provide better and faster connectivity.

Student Support and Progression

- Large majority of students are from minority community and some have got freeship and scholarship from the Government. Some students have received financial support from Charitable Trusts too.
- Sincere efforts are initiated towards capacity building through career counselling, Soft skill Development, Bridge Course & Remedial coaching, and Yoga sessions.
- The IQAC has introduced a formal mentor system which is effectively functioning for career and personal counselling.
- There is a formal Counselling Cell in the campus with two professional counsellors offering personal counselling services.
- Committees are constituted for grievance redressal of students including sexual harassment and ragging as per University / UGC norms. There have been no instances of major grievances being registered.
- A placement officer is appointed College has an impressive placement records and around 50% of outgoing students are placed through the Placement Cell.
- Students have participated in Inter and intra collegiate competitions and have bagged prizes.
- Students' Council is elected and actively arranges programmes on national festivals and social upliftment events every year.
- The Women Development Cell conducts activities like self-defence classes, awareness lectures, Yoga classes etc.
- The students are very talented in performing arts . Student Council is active in arranging cultural and Sports activities and competitions and various clubs like nature club, and entrepreneurial development cell are functional.
- Departments are very active in arranging activities/ competitions during Christmas Season. Innovative Theme lunches arranged by Hospitality Department are very popular in the campus. Annual food fest '**Spectrum**' is conducted by in a large scale where thousand plus people get together for dinner in

December. Campus Annual fest **Hysteria** attracts large participation in sports events.

- Students' representation is visible in various academic and administrative committees.
- Alumni Association is on the process of registration to support the college in its various activities and there is ample scope for tapping more support from the alumni.

Governance, Leadership and Management

The institution has set forth its vision as developing wholistic and responsible citizens and aims at transforming lives and livelihood, spearheading social empowerment, and inspiring individuals to excellence. The governance, leadership, and management strive to translate its vision and mission statements into reality as follows:

- The college is run by The Bombay Salesian Society and House Council is the apex Body which formulates and monitors the implementation of policies and contributes to the prudent mobilisation of available human, physical and financial resources.
- A system of Bottom to Top Approach is followed in policy decisions;
- The pillars that act as support to shoulder all the responsibilities on the administrative and academic functions of the college are: House Council, the Administrative Heads (viz. Rector, the Principal and Executive Directors) and Internal Quality Assurance Cell(IQAC).
- The Principal heads the academic and administrative setup; Executive Directors and HODs support the Principal in administration.
- The committees with senior faculty members as conveners are formed by the Principal to ensure decentralization of work and collective responsibility among faculty. Student representatives are members in committees to ensure participative decision making.
- The College has a structured Grievance Redressal Mechanism to redress the complaints of students amicably.
- HoDs and Executive Directors plan the Annual Budget of respective departments.
- The institution ensures to strategize faculty empowerment in terms of recruitment, performance appraisal and FDPs.
- As general welfare measures traveling allowances, insurance benefits, staff advances, etc are given to both teaching and non-teaching staff.
- SOP for Performance appraisal is predefined; three pronged approach viz.. i)*feedback from students*, ii)*Self - Appraisal by staff* & iii)*administrative review* - formulates an effective Performance Appraisal Mechanism.
- E-governance is implemented areas of planning, administration, operations, and accounts. External and internal financial audits are conducted, and appropriate strategies based on audit report are developed.
- IQAC has implemented Online Feedback System and process of analysis and communication of the same to the stakeholders made easier, meticulous and confidential.
- IQAC is the primary driver that identifies, suggests appropriate framework, and reviews the progress for achieving academic & administrative excellence.

Institutional Values and Best Practices

The college undertakes myriad healthy practices in areas of gender promotion, environmental sustenance, and innovations which has built its unique identity among affiliated colleges of University of Mumbai. The holistic

learning environment at campus enhances individual success in **Don Bosco Way**. The college is committed to inculcate desirable value system among students while imbibing skill development and core competencies.

The campus maintains an environment **promoting dignity and respect for all**, encouraging **equality and diversity** among its staff and students and an enclave free of unlawful discrimination. The college strongly advocates gender equality and has a tilt in favour of women participation in decision making at professional and administrative levels; The Principal, all HoDs and majority of faculty are women.

Various activities sensitive to environmental issues and environment friendly practices are undertaken by the college; carbon neutrality efforts are practiced through its **green campus, E-waste management drive, recycling, energy conservation etc.** DBCL is a member of the **Don Bosco Green Alliance** which is an international collective of young people from Don Bosco institutions that contribute to global environmental action, thought and policy.

In order to be relevant in the changing national and global context and to be responsive to emerging challenges, the college has displayed its **originality and innovativeness** in all the **subject related, societal and competition related activities**.

The societal concerns of the college and its efforts to imbibe values for sustainable development in students is explicit in its routine functioning. The college has commenced a plethora of innovative programs in its routine function in addition to activities of NSS unit, WDC, Student Council and Nature Club to sensitise students on burning issues such as **non-violence, national integration, truth and righteous conduct, Universal values etc.**

Mentor and Counselling system and Empowerment Structure are portrayed as best practices parallel to the ideals and vision of DBC which aims at **holistic growth of students** so that they serve the nation and society with excellence and dedication. The institution follows **Don Bosco Way** in every aspect in order to develop our students as **humane citizens** exhibiting rich values and accountability towards the society.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DON BOSCO COLLEGE
Address	Don Bosco College, D Wing, Don Bosco Center for Learning (DBCL) Campus, Premier Automobiles Road, Kurla West,
City	Mumbai
State	Maharashtra
Pin	400070
Website	http://www.donboscollege.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	PARVATHI VENKATESH	022-25040508	9224364400	022-25042082	principal.dbc@dbclmumbai.org
IQAC / CIQA coordinator	Mamatha DSouza	022-25042424	9987444906	022-25042018	iqac.dbc@dbclmumbai.org

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

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

Establishment Details				
Date of establishment of the college	16-02-2008			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name	Document		
Maharashtra	University of Mumbai	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	Yes
If yes, has the College applied for availing the autonomous status?	No

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Don Bosco College, D Wing, Don Bosco Center for Learning (DBCL) Campus, Premier Automobiles Road, Kurla West,	Urban	6.0877	11938.86

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Hospitality Studies	36	Higher Secondary certificate pass	English	148	118
UG	BA,Mass Media	36	Higher Secondary certificate pass	English	72	60
UG	BMS,Management Studies	36	Higher Secondary certificate pass	English	72	72

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	1				0				12			
Recruited	0	1	0	1	0	0	0	0	5	7	0	12
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				3			
Recruited	0	0	0	0	0	0	0	0	1	2	0	3
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				15
Recruited	6	9	0	15
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				7
Recruited	4	3	0	7
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	0	0	0	1	0	2
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	4	8	0	12

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		16	12	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	393	15	5	0	413
	Female	303	6	3	0	312
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	4	2	3	5
	Female	0	0	2	3
	Others	0	0	0	0
ST	Male	0	0	0	3
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	4	0	4	5
	Female	2	2	4	3
	Others	0	0	0	0
General	Male	87	92	67	63
	Female	41	42	51	43
	Others	0	0	0	0
Others	Male	97	97	75	76
	Female	47	45	58	49
	Others	0	0	0	0
Total		282	280	264	250

3. Extended Profile

3.1 Program

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

Response: 191

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
03	03	03	03	03

3.2 Students

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
730	739	734	708	603

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
132	132	131	144	138

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
227	239	210	199	143

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2018-19	2017-18	2016-17	2015-16	2014-15
17	16	16	12	9

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
17	17	17	13	13

File Description	Document
Institutional Data in Prescribed Format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 20

Number of computers

Response: 114

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

2018-19	2017-18	2016-17	2015-16	2014-15
232	170	145	147	187

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Don Bosco College is having three Undergraduate Programmes in its portfolio. The College has a structured mechanism for verifying effective implementation of curricula designed by **Mumbai University** and for completion of courses on time. Major initiatives in this regard include the following:

- **The House Council** which is the apex body ensures proper and planned delivery of the curriculum.
- IQAC publishes **Academic calendar** in tune with the same from the University to facilitate the ease of planning for teachers and students.
- IQAC monitors/reviews the smooth flow of curriculum implementation; the Principal reports the same to the House Council periodically.
- **Academic cell and Departments** conduct regular meetings to execute IQAC's action plan.
- **Department time table** allots weekly lectures to faculty as per their workload. **Teaching plans** are prepared by each faculty and submitted to the Principal through HODs. The Principal ensures that the content of curriculum reaches the students at proper time and manner as stipulated in academic calendar and teaching plan.
- In order to make academic planning and implementation easier and systematic for teachers, IQAC has designed a **Daily Log**. Teachers maintain all minor details of lectures and other curriculum related work conducted during lecture hours in this **semester Reckoner**. It enables the teachers to identify teaching methods and the real life situation to be implemented in the class room.
- Each department conducts regular meetings for **follow up action** and ascertains **Syllabus Completion** on the last instructional day of each semester. In addition, the Principal takes stock of total lectures conducted in each subject to ensure effective delivery with due justification to the syllabi content.
- **Newsletter** is exhibited and **Current events** are displayed on the Notice Board and to keep abreast with current affairs.
- Internal guides are allotted to guide students on **Undergraduate research project component**; Before submission to External experts for viva voce, internal guides certify **plagiarism free report**.
- **Bridge courses** are conducted to overcome the learning barriers of new entrants; **Peer tutoring atmosphere** is created by making them to work in groups to bridge the gap.
- A good learning environment is created through **ICT enabled content delivery mechanism** by using e learning resources for **blended class rooms and flipped class rooms** using audio video aids; PPTs, study materials, case studies are shared and MCQ tests are conducted in **Moodle platform**.
- Institution distributes **Daily newspaper** to **every student** to update their contemporary knowledge.
- **15 days Industrial training** during Christmas season and 6 months **internship** as per course content is arranged in B.Sc. programme.

- **Industry professionals** are invited frequently to conduct guest lectures.
- **FDPs** are conducted regularly for faculty upgradation.
- **Practical courses** are given more emphasis with additional experiments beyond syllabus;
- One set of reference books are bought to **each** student in the first semester of Hospitality Studies.
- Subject related activities **beyond classroom** embedded with fun and learning are conducted to create a lively atmosphere.
- **Feedback** attained from **all Stake holders** on curriculum content and **Student feedback** is obtained regularly on Teaching-Learning-Practice and about faculty performance for improvement.

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

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

Response: 2

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

2018-19	2017-18	2016-17	2015-16	2014-15
01	00	00	01	00

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Details of the certificate/Diploma programs	View Document
Any additional information	View Document

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

Response: 42.86

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

2018-19	2017-18	2016-17	2015-16	2014-15
01	00	2	1	02

File Description	Document
Details of participation of teachers in various bodies	View Document
Any additional information	View Document

1.2 Academic Flexibility

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

Response: 42.41

1.2.1.1 How many new courses are introduced within the last five years

Response: 81

File Description	Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Details of the new courses introduced	View Document
Any additional information	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 100

1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.

Response: 3

File Description	Document
Name of the programs in which CBCS is implemented	View Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Any additional information	View Document

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years**Response:** 21.49

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

2018-19	2017-18	2016-17	2015-16	2014-15
419	155	81	36	78

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

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

The College implements curriculum in accordance with the mandates of the University of Mumbai. The College has the best mix of **action-oriented programmes in modern disciplines**, which is in tune with emerging trends in the industry. In addition to rigorous implementation of the curriculum stipulated by the University, several steps have been taken by the College to ensure that the students are reinforced with social, moral and professional values. The relevant details in this regard can be classified into three categories:

1. Courses in the syllabi.
2. Value added Courses conducted by the institution.
3. Events relevant to cross cutting issues conducted by the institution.

I. COURSES IN THE SYLLABI

As per course structure of all programmes taken together, in all **155** courses are taught in three programmes with two/three specialization over 6 semesters / three-year period. The very nature of programmes offered in the college is such that the curriculum contents are closely related to a number of cross-cutting issues, specifically relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics.

Unit based curricula of these courses have modules which recognize multiple cross cutting issues in each course. To be more specific, **88** courses explicitly address environment and sustainability issues, **43** courses discuss Gender and Environmental issues, **93** courses focus on human values, **135** on professional ethics, and related topics. **14** core Courses are designed explicitly to deal only with human values, ethics, gender, environment and sustainability.

To highlight a few:

- In B.Sc., **Professional Ethics** is highlighted in **Corporate English** and **Human values** in **Organizational Behaviour** and a unique course - **Environmental and Sustainable Tourism** is taught in the fifth semester.
- B.M.S. and B.M.M. programmes have four **Foundation Courses** in first four semesters encompassing **value education and soft skills**. Specialization courses of B.M.S from second year is embedded with a number of modules on professional ethics. Specific **skill enhancement course titles** worth mentioning here are:

1. **Indian Management Thoughts and practice**
2. **Foundation of Human Skills**
3. **Ethics and Governance**

The B.M.M. Programme with Complementary Courses on Journalism and Advertising has an array of courses that profoundly discuss the issues of Gender, Ethics and sustainability. Relevant quotable courses are:

1. **Media, Gender and Culture**
2. **Contemporary Issues**
3. **Advertising Ethics**
4. **Press Law and Ethics**

II. VALUE ADDED COURSES:

Every year, at the entry point, **three days residential programme on transferable skills** is conducted by the institution for **all** first-year students embedded with sessions addressing cross cutting issues. A **course on Etiquette** is conducted to groom students suitable for hospitality industry.

III. EVENTS CONDUCTED BY INSTITUTION

To address cross-cutting issues, college provides events on Gender, Environment, human values, and professional ethics. Every year college conducts programmes on days of national importance, death and birth of eminent personalities, national festivals and teachers' day etc. During 2014-19 period, The College has conducted **261** programmes on promotion of Universal values, **132** programmes to promote consciousness on national identities, fundamental duties and rights and **17** gender equity promotion programmes.

File Description	Document
Any Additional Information	View Document
Link for Additional Information	View Document

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

Response: 22

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

Response: 22

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Brochure or any other document relating to value added courses.	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 47.81

1.3.3.1 Number of students undertaking field projects or internships

Response: 349

File Description	Document
List of students enrolled	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.4 Feedback System

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above**Response:** A.Any 4 of the above

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

1.4.2 Feedback processes of the institution may be classified as follows:**A. Feedback collected, analysed and action taken and feedback available on website****B. Feedback collected, analysed and action has been taken****C. Feedback collected and analysed****D. Feedback collected****Response:** A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 1.41

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

2018-19	2017-18	2016-17	2015-16	2014-15
08	11	09	10	11

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 96.08

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

2018-19	2017-18	2016-17	2015-16	2014-15
250	263	272	279	256

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

2018-19	2017-18	2016-17	2015-16	2014-15
264	264	282	288	276

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per

applicable reservation policy during the last five years**Response:** 99.71

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

2018-19	2017-18	2016-17	2015-16	2014-15
132	132	131	144	136

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

2.2 Catering to Student Diversity**2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners****Response:**

In general, the young faculty create a **level playing field** for all by making the classroom lively and interactive and thereby winning the confidence of the students in first few lectures.

- The performance of students in preceding qualifying examination is considered as the base to assess learning level.
- The **orientation programmes**, conducted by each department before the commencement of teaching programme, helps in internal understanding of the knowledge base and skills of the students.
- During **Induction programme**, alumni share their success experiences.
- A **diagnostic test** is conducted for first year students to categorize them according to English language proficiency and **Language remedial courses** are conducted at 2 levels. (Basic & Advanced)
- **Special training** classes based on H.S.C. syllabi are conducted for newly admitted students in selected subjects to clear fundamental doubts and improve conceptual knowledge (**Quantitative techniques for Arts and Commerce stream and Accountancy for Science stream students**) and to bring them on common platform at entry point.
- Various **evaluation modes** like interactive/ questions answer sessions, and performance analysis of internal assessment tests help in identifying competency and proficiency of students.
- Accordingly, specific strategies are employed for slow and advance learners.
 - **Strategies for Advanced Learners:**
- Review articles, cases and reference materials are posted in **Learning Management System** and available in their mobile phones for ready reference.

- **Guest Lectures** by subject experts on selected topics are conducted.
- Students are guided to conduct **Project Work** based on theoretical base/practical work/survey data/ case studies.
- **Assignment preparation** on latest topics based on reference books and Internet surfing is encouraged.
- Provision for additional learning through **career-oriented courses** are introduced to sharpen their skills.
- **Training** on soft skills and management skills are given to students based on their interests and learning ability.
- Advanced learners are motivated for **peer tutoring** in group presentations and to **demonstrate** in practical sessions.
- **Extra higher knowledge level problems** are given to develop their analytical skills
- They are also deputed for various **curricular activities**.
 - **Concentration on Slow learners:**
- Slow learners / students with learning disability are identified by **mentors** through keen observation and continuous personal interaction throughout the programme. Such students are provided psychological and social counselling at the **college counselling cell**.
- **Conceptual clarification**, problem solving and **remedial coaching** on a one to one /case to case basis is handled.
- **Intensive coaching and Bridge lectures** are conducted to reach out different types of students (especially in courses of quantitative aptitude and language competency) for extending **individual attention**.
- Learning material in the form of **notes and text books** are provided to give an extra fillip to their confidence.
- Students **with learning disability** are given **extra time** in semester end examination. A considerate assessment of answer sheets and 20 grace marks in total (with maximum 5 marks per subject) is permissible to give pass remark in the examination. (as per University Examination Ordinance).
- Subject wise **remedial lectures** are arranged to instill confidence before repeaters (ATKT) exam for students who had been unable to earn requisite credit of a course in the semester end examinations.

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

2.2.2 Student - Full time teacher ratio

Response: 42.94

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 3.15

2.2.3.1 Number of differently abled students on rolls

Response: 23	
File Description	Document
List of students(differently abled)	View Document
Institutional data in prescribed format	View Document
Any other document submitted by the Institution to a Government agency giving this information	View Document

2.3 Teaching- Learning Process

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

Response:

The happiness Project of fun filled learning in ‘Don Bosco way’ makes astounding class room experience at the college. The overall learning atmosphere at the college is conducive for students to participate in interactive classroom activities. All departments take necessary steps to ensure that the individual learner’s learning experiences are enhanced using ICT related student-centric learning pedagogies.

PARTICIPATORY LEARNING PRACTICES:

- The faculty constantly adopt innovative approaches in the classroom by applying **suitable learning strategies** like lecturing, group discussion, question answer sessions, illustrations, and special lectures, depending upon the topics being dealt with, to elucidate full participation from students.
- **Group discussion, Mock Interview, Resume Writing, Ad designing**, project on **film-making** on social issues, **Classroom enactments, case analysis, role plays**, screening of video clippings etc. attract student participation to the core extent.
- Faculty **upload** notes, syllabus, MCQs and video clipping for their subject areas in **Moodle Platform** to boost students’ participation and intellectual capabilities.
- in B.Sc. as a part of curriculum gives exposure to produce exotic and ethnic food items and competitions (Nerd Bird & Tetrad) are conducted to sharpen their skills.

EXPERIENTIAL LEARNING PRACTICES:

•**Project work in curriculum** enables self-learning by students to the core extent, provides requisite platform to the student to become confident and self-reliant. and formulate the mindset and skills for industry readiness.

- **Induction programmes** and **diction coaching** at entry point improves communication skills of students within short time.
- and specialization subjects-based **field visits** expose them to the latest developments in their discipline and improves communication skills, team spirit building and prepares tailor made professionals from the institution on graduation.
- **Career counselling sessions**

for the students are conducted by industry people to face the interviews confidently.

- Regular participation of students in intra and intercollegiate events like panel discussions, quiz competitions etc and exhibitions and fest arranged at college encourage students to **learn by doing**.

PROBLEM SOLVING METHODOLOGIES:

The conventional chalk and talk method of the teaching process is enhanced and upgraded further so as to provide quality education and good learning experience for the students. The problem-solving methodologies practiced are listed below:

1. Optimal use of ICT enabled teaching learning methods (particularly with the help of visual display)
2. Collaborative and Cooperative Learning and Project-based learning
3. Event analysis and documentation of reports
4. Regular conduct of Tutorial and Remedial Sessions for analytical courses
5. Hands-on experience in real-time applications through workshops and seminars
6. assigning practical tasks in subjects like banking, research methodology, marketing management etc.
7. Case analysis

are some of the lively methods worth quoting as examples for problem solving methodologies followed in the college.

- All class rooms are fitted with LCD projectors for implementing **flipped class room methods**. **Updated infrastructure facilities** in the college – **Audio-Visual room**, computer laboratories, **Classroom Audio System**, state of art **theatre** and **studio and quantity kitchens** - enables faculty to strengthen the students' exposure to problem solving methodologies.
- **Extension programmes** sensitize students about social issues and concerns.
- **Add on Certificate programmes** improve global competencies and reinforce the capability of the students for higher job prospects.

File Description	Document
Any additional information	View Document

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

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 17

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

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

Response: 45.63

2.3.3.1 Number of mentors

Response: 16

File Description	Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

Don Bosco way of Teaching-Learning-Process creates a constructive platform for teachers to nurture innovation in the class rooms where a congenial environment and supportive atmosphere prevails for creativity. Learners have opportunity to establish **expressive freedom**. **Teaching plan and daily log format** prepared by IQAC gives scope for teachers to identify divergent and convergent thinking processes. Curriculum is delivered through a **two-way communication** process allowing space for creativity as well as for mistakes; flash questions are asked for **conceptual clarity**.

- **Using questions to trigger creative thinking:** Classroom sessions encourage curiosity; time is given to ask questions; information is given after a pause giving scope for students to discuss and share their findings.
- **Cooperative learning** is encouraged through Group discussions, Role plays and Micro-teaching method. Peer instruction and peer tutoring is practiced with the help of advanced learners.
- **Discovery learning** is a process practiced where students are trained with Radio Jingles and Radio Broadcast sessions; Internal guides train students to review literature, write precise executive summary ; model Brochure are prepared for hospitality industry; Wine Appreciation workshops are conducted by industry personnel; Letter writing – formal & informal – techniques are imparted;
- **Expressive teaching-learning-process** are conducted through Voice modulation and breathe holding sessions for media students.
- **Enquiry based learning** is applied while preparing Research proposals & planning for conducting a project and guiding students to write Reflective essays, dissertation for project and a thesis sentence (sentence that expresses author's main point), to demonstrate comprehension, to pitch project ideas and to conduct feasibility study and for Case analysis, dialogues & debates etc.
- **Visible learning** is reflected in exercises given for précis writing , theatre workshop for Stage Play

and Street Play and training to prepare PPTs and Multimedia slide presentations, and using Diagram, tables, Chart, graph and other visual aids in group and individual presentations.

- **Exploratory Learning** is a part of project course curriculum. Advertisement designing, Newspaper and Magazine making, Short film / documentary making, Rough draft or free write, Writing of article for news, Narrative sessions, News or feature story, Crossword, News editing (collation of news clippings to arrange in the order of importance) and Reflective essay writing are some of the relevant modes practiced.
- **Collaborative creative thinking** are embedded in class room activities through Radio Jingles and Radio Broadcast sessions, Film appreciation workshops, Diction/ pronunciation coaching, Self-Reflection exercises (Johari Window), training for public speaking, film appreciation, theme lunch etc.
- **Outcome based learning** is achieved through Quizzes, Tag line for top of the mind recall, Preparing SOPs for description of a process, Poetry writing & appraisal and Food Art techniques etc.
- **Problem based learning** is imparted through analytical sessions, fine tuning decision making skills, Leadership skills, preparation and presentation of flowchart / blueprints of service processes and management games.

The traditional chalk and talk approach to teaching and learning had been the way in which students are grown till school level and hence an array of new strategies practiced at tertiary education are welcomed by the learners.

File Description	Document
Any additional information	View Document

2.4 Teacher Profile and Quality

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

Response: 89.95

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

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

Response: 9.99

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

2018-19	2017-18	2016-17	2015-16	2014-15
02	2	1	1	1

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

2.4.3 Teaching experience per full time teacher in number of years

Response: 8.47

2.4.3.1 Total experience of full-time teachers

Response: 144

File Description	Document
Any additional information	View Document

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document

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

Response: 32.67

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

2018-19	2017-18	2016-17	2015-16	2014-15
6	5	5	5	4

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

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

Response:

A whole range of different techniques and methods are used as a key component of learning to assess student learning outcomes. Continuous Internal Assessment (CIA) is carried out innovatively to improve the quality of student learning. The strategies, techniques, tools and instruments used for CIA help to determine the extent to which students demonstrate desired learning outcomes. The long list of course specific CIA modes are summarised below :

Learner involved methods :

Innovative assessment is inherent in **traditional Chalk and Talk method** too.

- Transparent and robust assessment of **Daily work** in class rooms enables teacher to track progress of individual learner.
- **Open book** tests, book / **article Reviews**, writing short stories/photo stories/poems, newspaper making are creative assessments of student involvement.
- **Peer Instruction method** is used in quantitative courses; Topic led by students and **peer tutoring** make students to work independently.
- **Practical work** in laboratory and restaurant provides a measure to assess the ability of the learner to relate theory to practice, implement techniques and procedures.
- **Aesthetic Display** of food items, coordination between group members in presenting the same to visitors are also evaluated for practical assessment in addition to quality and taste of preparations in kitchens.
- **Photography visits** are conducted followed by internal evaluations based on field and outdoor photography.
- **Short films and documentary making** are part of the practical and oral evaluations.

ICT enabled techniques &Technology-Supported Assessment : Innovative applications are feasible

with technology and teachers take full advantage of it.

- **Multiple Choice Questions on LMS** allows to ask more questions to check conceptual clarity with fast processing time;
- **Power point presentations** in the class room not only make students to prepare prior the topic but also helps to build self confidence;
- **Film appreciation** classes, **screening** of videos, documentaries and films related to subject, **digital creation** of Ad design, **preparing and uploading** videos in YouTube are the modes widely used for kindling creativity.

Process oriented assessment :

- Maintenance of **Assignment Books** requires skills to demonstrate comprehension, writing practice, documentation process and regularity in record maintenance etc.
- **Objective test modes** (Multiple-choice test, Fill in the blank test, Matching test, validity ascertainment test & surprise conceptual tests) saves time, asserts clarity of fundamental concepts and elicits quick reflexes from students.
- are arranged to create awareness and analysis of various cultures across the Globe and in India
- **Voice modulation and Breathe taking sessions** are informal modes to fine tune students' ability to become anchors;
- **program reviews** are introduced for **quality assurance**. Students are assessed in following the prescribed **SOP** while practically organizing an event and present a report after evaluation.
- **Under Graduate research projects** are a part of specialisation all the departments and are assessed as outcomes of the learning strategies.
- **Field work** and **field visits** , conduct of **market survey**, filing online **RTI application** by following formal procedures etc. give hands on experience useful for real life.

The entire process of class room involvement and CIA is so smooth and less complicated that students participate voluntarily and happily.

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

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

Response:

Internal Assessment Tests are inherent in examination pattern for all programs and the process is followed as per University norms. The well-defined and transparent assessment process is communicated to faculty, students and parents. The internal assessment tests are having the following objectives:

- Involvement of the students in continuous evaluation with focus on practice through learning methodologies.

- Emphasis on consistency in students' performance and avoiding sporadic study.
- Internal assessment in all programmes has 25 marks weightage and the evaluation criterion has two components : i) attendance and class participation (5 marks) ii) internal assessment test and other modes of evaluation (20 marks) as decided by the department in the semester beginning.
- The academic calendar prepared in line with the University schedule declares exam dates for internal assessment & semester end exams and information is placed in the Prospectus and in the Website.
- The institution has framed its own internal assessment practices to make it transparent and robust within the broad framework of the University.
- At the beginning of each semester, HODs convene department meetings to discuss and decide on modes of assessment.
- The students are informed about the evaluation procedures and examination pattern and revaluation well in advance through circulars and notices.
- Changes in the schemes of evaluation, modifications in the question paper pattern and curriculum revision are conveyed to the students and the faculty through circulars received from the University and the same is displayed in the University web portal.
- Orientation day for fresher serves as the best platform to communicate the process of evaluation system to all the parents and students.
- Course specific modes are used for Internal Assessment : Internal Tests on MCQs are conducted on MOODLE ; Seminar and presentation topics and case analysis are finalized by considering the most recent and current developments in the subject. Assignment topics are based on relevance and practical applicability of the subject. Documentary / shot film making, Involvement and Outcome in events are some of pioneering modes followed.
- All procedures of examination such as collection and sorting of question papers, planning the time table, monitoring conduct of exam, evaluation and preparing consolidated mark lists come under the responsibility of corresponding Department Head.
- PTA meetings are organized periodically to discuss and assess the progress of students with parents. Minimum 50 percent in each course and overall 75 percent attendance is necessary to appear for examination as per University norms.
- Departments prepare Result analysis and necessary action is initiated to improve results of individual student like conducting retest for failed students, providing regular counseling etc.
- Final year Internal Assessment marks are to be submitted online to the University for declaration. The Heads of department verify internal assessment marks entry in the online University portal before submitting to the University and hard copy of submitted details are forwarded by the Principal to the University.
- Grievances reported, if any, are resolved with immediate effect. Normally in most cases at the department level the teacher himself / herself finds solutions to the grievances.

File Description	Document
Any additional information	View Document

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

Response:

Examination Committee and Unfair Means Enquiry Committee, formed in the year beginning as per norms, are responsible for maintaining transparency and time-bound outcomes.

As per University Regulations, 25 % for internal marks and 75 % marks are allotted for Semester-end exams. Individual faculty has to declare the **mode of internal assessment** in the semester beginning for maintaining **transparency**. In B.M.S. the mode of internal assessment is objective test for 20 marks and in other programmes, assignments and course specific modes are also permissible in addition to class participation (5 marks) . Written objective test is conducted in **LMS** for error free results. The internal assessment marks are uploaded in the University web portal as scheduled by the University before commencement of Semester-end exam.

Grievance Redressal Mechanism During Examination:

Question papers are delivered through University online portal an hour prior to the schedule of exam **to prevent leakage of question paper**. During examination, the students can raise their grievances regarding error/ doubt in question paper to the Senior Supervisor who further approaches the University on hotline dedicated for this purpose to get the correction done from paper setters in no time. Other types of grievances like data missing in question paper, questions irrelevant or out of syllabus etc., are communicated, on getting written representation, to the University Authority by the Principal.

Grievance Redressal Mechanism After Examination:

Moderation of assessed answer sheets is conducted by Senior external examiners from other colleges **minimise grievances**. The exam results are declared **within 30 days** of the conduct of examination for first 4 semesters and the University declares the final semester results **by 45 days** as per **Maharashtra Public University Act 2017**.

For alleged Unfair Means cases, University Ordinance 5050 is followed where **a fair chance is given** to the student by giving 7 days advance notice to explain their stand in writing before any action is taken by the Unfair Means Enquiry Committee. Second chance is given for those remaining absent to appear before the Committee on the stipulated date.

University system provides for desirous students to obtain **photocopy** of their assessed answer sheets for review within a week of declaration of semester-end examination results. Proper communication system is used to solve all grievances received from the students.

Time bound **grievance-redressal** through **reevaluation** is available for students by written application with the requisite fee within 07 days from the date of declaration of results. *(the means is largely used if students feel the marks assigned are not up to his/her expectations.)* **Reevaluation is allowed for internal examination also if the mode of assessment is in the form of a written test**. Subject experts from other colleges are called for reevaluation process. Reevaluation results are communicated to the students individually and on Notice Board prior to the conduct of repeater/ATKT examination. Reevaluation fee is **reimbursed** in case of improvement in grades in comparison to the first evaluation.

The entire conduct of the examination, declaration of results and settlement of grievances are thus highly

transparent and time-bound.

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

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

Response:

The academic year starts on the date as prescribed by Mumbai University. The academic term for the next academic year is approved by **Academic Council of the University** well in advance by February/March every year. Accordingly, the institution academic calendar containing holidays for the year, exam schedule, plans for curricular and co-curricular activities based on the available working/teaching days etc. is prepared and **published in the prospectus** and in the **College website**. Departments prepare month wise planner for each semester based on annual academic calendar.

Allotment of Courses and Preparation of Timetable

Before the commencement of the semester, the HoD allocates appropriate courses to all faculty as per individual competency, by arriving at mutual consent in the department meeting. Based on the course allocation, the Department Head frames the timetable and submits to the Principal by the start of the academic year.

Every course has on an average four units as prescribed by the University curriculum. The HoD reviews the teaching plan of each faculty to be submitted within a week of reopening of the semester and submits the same for Principal's review.

The HoD monitors day-to-day conduct of the lectures as per timetable and Principal monitors the number of lectures conducted in each course and the syllabus coverage every month before the declaration of attendance defaulters' list. If any discrepancy is found in syllabus completion, the HoD will discuss the matter with the individual faculty well in advance and makes provision in timetable to correct the same.

The Department Head circulates the IQAC formatted template of **Daily-Log** in e-form upon instruction from the Principal. Based on the academic schedule given by the University, the Daily Log is prepared by the faculty and fortnightly approved by the HoD who in turn submits to the Principal for approval. The **Daily-Log is a wholesome document** revealing many particulars: innovative teaching methods applied, real life situation referred, and Continuous Evaluation undertaken etc.

Internal Assessment: The Principal meets every department in the first month of every semester to decide about course-wise modes of internal assessment and the dates for internal assessment test. In addition, time period for conduct of value-added courses and life skill courses to enhance the knowledge, bridge the gap in the curriculum and to meet the industry expectations is also decided. **Action plan** to cater to needs of slow learners and motivation to bright learners are also decided. The Principal reports the same to the

IQAC and House Council.

Internal Assessment is conducted by the middle of semester, faculty to prepare mark list for 20 marks within a week of conduct of internal assessment and by the end of instructional days, 5 marks for class participation is added and the total marks out of 25 is to be submitted before the start of semester-end examination. An **examination register** is maintained to record internal assessment schedule. The University declares the semester end timetable 15 days in advance and the results are declared within 30 days from the last day of examination.

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

2.6 Student Performance and Learning Outcomes

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

Response:

Programme Outcome exhibits the end result of studying a specific programme which will reflect the graduate outcome of a student. This is different for each programme offered by the institution. Programme Specific Outcome is the attributes of students, which help them for placements, to pursue higher studies and specific competitive examinations in respective disciplines. Course Outcome is the end result achieved by a student by learning a particular course.

The College has identified Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) in tune with the Vision and Mission of the College. From current year onwards, the University is stating the Programme Outcomes (POs) and Course Outcomes (COs) in the revised course structure and syllabus of First year B.M.M. course. There is a transparent mechanism for communicating POs PSOs and COs to students and teachers in the College.

The Don Bosco Philosophy (including The Quality Policy, Vision and Mission statements and Core value Framework of the college) are made known to all through the prospectus issued by the College at the time of inviting admissions in order to help the parents and students to choose programmes according to their specific interests. In addition, all the above along with Outcomes (POs, PSOs and COs) are published in the Website of the college (<http://www.donboscocollege.in>) as it is the major source of communicating college matters with students and the public.

POs and PSOs are specified with the course structure in the entrance of every course floor - Department offices and in Mentor Log. Course objectives are in general specified in the preamble of the syllabus prescribed by the University. Course Outcomes of all the Courses in all the Programmes are identified by the Departments and are published in the website and in the classroom notice board.

The same is issued during the orientation programme for first year students and parents for getting an overview of the programme for which the student has joined. Vision Mission statement of the Departments, Programme Outcomes and Programme Specific Outcomes are included in the students' handbook while Course Outcome is separately given to students along with the syllabus. Apart from all these, the teachers of each department will interact with students during their admission and explain to them in detail the importance of each programme, course and its outcome. There is a mechanism to display programme outcome in each department. Bridge courses conducted at the beginning of first semester also help students to get an awareness on programme outcomes.

File Description	Document
COs for all courses (exemplars from Glossary)	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

The affiliation system of Mumbai University has a simplified but robust approach to **Choice Based Credit System** for the **attainment of requisite credits** for each course. The measurement of COs and POs of a programme has been **identified by college faculty** on the basis of attainment of credits for each course.

- The process of attainment of Outcomes starts from writing appropriate COs for each course of the program from first semester to sixth semester of all three programmes offered by the college. Then, a correlation is established between COs and POs.
- As this process is comparatively a new concept, first teachers have been trained about **pre defining measurable outcome**. The IQAC arranged an **FDP on Bloom's Taxonomy**; the POs and COs are written by departments using suggested **action verbs** of learning levels.
- The performance of learners is evaluated into two parts (internal assessment and semester-end examination). The University sets Minimum score of 'E' grade (40% marks) to declare a course attainment.
- The two components of assessment are factored into different weight for calculation. (25 % internal assessment and 75% semester end examination).
- In B.Sc. Hospitality Studies, Courses having Practical training has 2 credits. Exposure to Industrial Training for 20 weeks performance is an integral part of the Programme assessment.
- The delivery mechanism and assessment methods in the college has been designed in such a way to achieve the stated outcome. The **delivery mechanism** ensures that the attainment of knowledge or skill required and **assessment** (internal & external) assures attainment of outcome expected out of them.
- Within this broad framework, the teacher assesses the attainment of graduate attributes which include skills, knowledge, and behaviour that students acquire in their matriculation through the course.

- The method of measurement of outcome utilizes data obtained from **continuous evaluation** by way of participation in various academic and correlated activities in the given semester of the programme.
- The **course embedded measurement** comprises of
 1. Class participation/ performance (5%) and remaining 20 % through one or several of the following:
 2. MCQ tests
 3. Assignments
 4. Internship
 5. Project
 6. Presentations &
 7. Innovations in events/outcome
- The **mentors** follow-up CO attainment of the mentees.
- The college sends Internal Assessment report through secured portal to the University and external examination is conducted by the university. This form the direct measurement of CO attainment and PO attainment is measured through the result of ? **SGPA and CGPA**. (Cumulative Grade Point Average).
- From the attainment of each course outcome, CO for the course is **further reviewed** and analyzed.
- **Action plan** by IQAC to improve any weakness has been identified and implemented in the following semester.
- **Result analysis** prepared by IQAC is placed in House Council and CDC meetings formulates Method used to identify any outcome that would require further attention and improvement.

The system has been very helpful in the analysis process. Using this system, the faculty could key in the relevant data and obtain the CO attainment for the course.

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

2.6.3 Average pass percentage of Students

Response: 86.58

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

Response: 200

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

Response: 231

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.53

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description

Document

List of project and grant details

[View Document](#)

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

Response: 0

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

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

Response: 70

3.2 Innovation Ecosystem

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

Response:

“An investment in knowledge always pays the best interest.”

Franklin

? Benjamin

The college believes that to attain exemplary Knowledge, it needs to add things everyday into the young minds. Hence an ecosystem is drawn together for innovation. Various initiatives are undertaken for construction of knowledge and transferring it to student community through **Entrepreneur Development Cell and Center for Empowerment**. The college takes pride in citing some of the activities that build an ecosystem for innovation, creation, and transfer of knowledge.

- Faculty Development programs reinforce the professional development of the faculty members who deal directly with students. In order to deal with the rapid changes and shifting paradigms, the college arranges tech based **FDPs** on Instructional development, Professional development, Personal Development and Organizational development which results in effective implementation of Mentor System, Lesson plans on 'Blooms Taxonomy', extensive use of LMS in MIS, creating Social Consciousness, Conflict Management etc.
- With an intention of making students industry ready and reducing industry investment, the college has initiated various activities under the banner '**Empowering for Personal Development**'. The process is to mentor, synergise, evaluate, continuously monitor the performance of the student and extend their participation in decision-making process. **The Centre Of Empowerment** creates livelihood by offering a number of short courses. **Empowerment efforts on media** field are exemplary given the very nature of programme. Job oriented courses on photography, filmmaking and event management get students jobs while learning itself. Many students have become freelancers in media industry.
- The EDC also initiates measures to promote the **instinctiveness** among the students to undertake research, project studies and **Youth Skills Development Programmes** that pave way for youth to build the sustainable green economy. All final year students undergo project research work and /or internship training.
- The cell has built **robust linkages** with prominent hotels and industries in the city to provide economic empowerment of young women and men in decent and sustainable jobs.
- Under Digital exposure, the college regularly conducts tech-based teaching, specific innovative initiatives, opening new avenues for learning and transforming the learning experience. Faculty offer multiple modes of delivery for different learners according to their needs and preferences.
- Some examples on list activities conducted by EDC, is :Time Management, Communication Skill, diction coaching, Report Writing, Presentation Skills, SWOT Analysis, Peer evaluation, film/documentary making, newspaper collage, theme lunches, Team Projects, Critical friends etc. Use of MOODLE and Google classroom, NPTEL portal, 3D printing are some examples on virtual personal learning environments.
- **EDPs** are structured to facilitate interaction and interning with practicing entrepreneurs. The awareness regarding IPR, Start-up Registration, idea generation, business opportunities, budget planning, feasibility study etc. are provided. The Cell also conducts periodically guest lectures from successful entrepreneurs on 'Entrepreneurship and Leadership, Employability and Skill Enhancement. EDC has successfully motivated and enabled some of the students to be entrepreneurs in their own way: few are Football Coaches; few undergo training for clowning, adv-designers, airhostess etc.

In essence, the system at college enables the student to build up a lifetime repository of learning experiences.

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

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

Response: 1

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	1	0	0	0

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

3.3 Research Publications and Awards

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

Response: Yes

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

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

Response: No

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

Response: 0.02

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	1

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

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

Response: 0.79

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	6	4	0

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

3.4 Extension Activities

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

Response:

Don Bosco College believes in inculcating a sense of social responsibility among students by connecting them to larger community in their neighborhood to sensitize them towards needs of the marginalized thereby making them aware of their responsibilities towards the society at large.

With a focus on holistic development of students, various programs on Contemporary and diverse social issues like Woman Empowerment, Gender Equality, Ecology, Community Service, Swatch Bharat

(Community Cleanliness & Sanitation), Tree Plantation, Communal Harmony, National Integration, Human & Cultural Values, Environmental Care, Health Awareness, Blood Donation camps, etc. are periodically organized by

- NSS
- Departments
- Student Councils / Societies in the college.

The college encourages all these activities by providing necessary funds and administrative support.

NSS Activities: The College Encourages active participation of students in activities initiated by the NSS in order to promote values of good citizenship, social awareness, service and responsibility.

Departmental Activities: Departments involve the students to organize and participate in various Awareness programs through activities like Poster drawing, Street plays, Community Activities, Theme Lunch and Short-Film Festivals. Regularly held workshops allow students to interact with experienced industry professionals and understand the real-world scenario.

Student Councils / Societies – Activities: Cultural activities help students to learn beyond their purview and impart valuable lessons in teamwork, management and organization. The councils provide a platform to nurture talents like dance, debate, music, art and craft, quiz, photography, fashion, environment awareness and creative writing in every student.

The institution also promotes institution–neighborhood–community network through projects that students undertake with NGOs and corporates. Most of the research projects are of applied in nature, with a special emphasis on direct contribution to community welfare, literacy, counselling services, health promotion and environmental issues.

- Health Awareness Workshops & Poster Competitions are conducted on International Yoga Day.
- On-Campus Blood Donation camps in association with Lions Club Millennium, and Premier Medical Institutes like KEM Hospital, Nair Hospital, and Jaslok Hospital are conducted. On an average 400 units of blood are collected. The blood donors are provided with blood donation certificate card by the hospitals. Refreshments and food coupons are also provided to all donors.
- Community Outreach Programmes like “Diwali Mela” & “Christmas Mela” in association with Sanmitra Trust, Lions Club and others, to serve the needy (HIV infected / Economically Backward/ Children with Special Needs) are organized through Game Stalls to entertain children coupled with Distribution of personalized need-based gifts (Books/ Clothes/ Pen & Pencil etc).
- “National Day” in August by the Hospitality Department fosters the spirit of patriotism and diverse cultural heritage.
- The Department of Mass Media in association with RAWW conduct seminars showcasing Short Films made by students on Contemporary issues.
- “POLICE MAITRI” - Awareness drive in association with Mumbai Police on Traffic Guidelines and Public Safety.
- Village Drain Cleaning Activity under Swatch Bharat Abhyan of NSS in Murbad (Maharashtra)
- Anti-Plastic Drive – Waste collection, Awareness camp & Distribution of Cloth BAG at Milind Nagar Slums, Kurla
- Students of UBMS Departments teach the under privileged at UTKAL school, near the campus.

File Description	Document
Link for Additional Information	View Document

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 years	View Document

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

Response: 58

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

2018-19	2017-18	2016-17	2015-16	2014-15
16	14	5	10	13

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

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 50.34

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

2018-19	2017-18	2016-17	2015-16	2014-15
370	584	407	168	258

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

3.5 Collaboration

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

Response: 42

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

2018-19	2017-18	2016-17	2015-16	2014-15
05	04	12	05	16

File Description	Document
Number of Collaborative activities for research, faculty etc.	View Document
Copies of collaboration	View Document
Any additional information	View Document

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

Response: 4

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

2018-19	2017-18	2016-17	2015-16	2014-15
4	0	0	0	0

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The College is unique in its academic vibrancy in the locality. It has well defined policy for creation and enhancement of infrastructure for facilitating effective T-L-P. Each course has a dedicated floor. The college has **20 spacious classroom halls with LED projectors wireless microphones, white/green boards and computers/laptops** dedicated for ICT enabled teaching learning. Moodle platform is available in the computer lab for easy access by students.

Course specific state of art facilities are created as per development requirements. In Mass media floor, well knitted **Audio Video System** in class rooms facilitates content enrichment through video display. 74-seater special **cinematic theatre** with Dolby \ surround Sound system (**for digital cinema projection**) and provisions for **video conferencing**, Day light studio (**for photography**), multipurpose activity hall (for self defence workshops, Yoga Centre practices etc.), and Chroma studio (**for video production**) are installed. Recording studio is (**for audio production**) nearing completion.

The special needs of Hospitality course are catered to by 5 **kitchens** (large & small quantity kitchens, confectionary kitchen and studio kitchen), training **restaurant, front office, laundry** etc. The kitchens are well equipped with modern equipments. List of Heavy duty equipments in kitchen includes **Barbeque Grill, Refrigerators, Pulverisers, Salamanders, Robocop, Blast Freezer, Dough Sheeter** etc. For kitchens, the college has obtained **piped natural gas connections** with adequate safety measures including **fire extinguishers** (30 in number).

The campus also has a **Xerox Centre**. On an average, 6% of total expenditure is dedicated for infrastructure augmentation during last five years.

The **library** is a Knowledge Resource Centre stacked with books, pertaining to the syllabus as well as extra references, periodicals, magazines, national and international journals. Integrated Library Management System 'KOHA' is used to keep track of the library resources. College spends on an average Rs. 3 lakhs per annum on Library collections and has a collection of **rare books** including **23 Volumes of Encyclopedia** (first edition 1929), **Film Encyclopedia** and a number of pictorial Hospitality industry books.

The computer laboratories are equipped with updated equipment and are more than sufficient to conduct practical sessions as per the University curriculum and to introduce new technologies and concepts beyond the curriculum. Open Source OS Ubuntu is in general used computer lab and dedicated PCs have Windows OS for practcals. Campus Lab License 'Dreamspark' from Microsoft has been installed with high end (Core i7) processor for loading media software Adobe Suit needed for **photo and video editing**. Access to **LMS in mobile phones through App** is facilitated. In addition to regular practice sessions, facilities are extended to students to pursue their project work in emerging areas of research. There are 9 utility rooms in the floors for various students and staff activities.

Campus has a dedicated server room extending IT support to all institutions in the campus. IT facility is well maintained with high configurations servers, 100 MBPS internet speed, WIFI access points, and computers. IT infrastructure is upgraded regularly to provide better and faster connectivity. One Technical assistant is appointed for monitoring and maintaining IT facilities.

File Description	Document
Any additional information	View Document

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

Response:

The college follows a policy of creation and enhancement of infrastructure for facilitating wholesome development of its staff and students. All Don Bosco institutions are famous for vast play ground in the centre of the campus and the college is no exception. The college is situated in a **green campus** and the plot admeasuring area of 6 acres is owned by the parent institution Bombay Salesian Society. The college building has ground plus six floors out of which 2,4,5, & 6th floor are used by the college. **Studio kitchen** is separately situated behind campus canteen. There is ample space for playground and gardens as per the new generation requirements and trends.

- Sports facility is extended for **indoor and outdoor games** aimed at grooming all-round personality in students. All sports facilities are used extensively by the students.
- The lush green **football field** admeasuring 3900 sq.mt is a great attraction for students. The ground is used for intra collegiate and inter-collegiate football and cricket matches and for athletic events during the annual campus festival '**Hysteria**' and for the annual theme dinner fest '**Spectrum**'.
- It is a common feature throughout the year to see students playing in the grounds after college hours. The **basketball court** is used not only for basketball matches, also for the campus students' favorite matches of **rink football and box cricket**. **Throwball and volleyball courts** are also available for staff and students.
- The college has appointed a coach to train and mentor the students for various sports and to manage the sports equipment. Specialised Coaches are also engaged for training before important competitions.
- The College has Boys teams as well as Girls teams for playing football, volley ball and Cricket matches.
- The college students have actively participated in Football and cricket tournaments conducted by the University of Mumbai.
- The college encourages students to participate in cocurricular and extracurricular activities. There is an **AV room** in the second floor and **two conference halls** in the campus for **regular conduct** of cocurricular and extracurricular activities. There is a spacious **multipurpose hall in the 6th floor** where regular Yoga training sessions and self-defence classes are conducted. Classes for dance and music are also taken for students in the sixth floor. Practice sessions for skit, drama, Music, dance etc are always noticeable in the **activity room** at 4th floor. In addition, the college campus has a **spacious multipurpose hall** (Santino Mondini Hall) admeasuring around 5000 sq.ft. for conducting various **co-curricular activities** and Specialisation specific events like Bread day

competitions, Investimento, workshops for film making and writing skills and for **extracurricular activities** like Yoga Day celebrations, Blood donation camp, cultural programmes, graduation day, orientation programme etc when larger crowd is to be accommodated.

- The aesthetic ambience of **Training Restaurant** in the first floor is most suitable for arranging monthly theme lunches and studio kitchen for cocurricular workshops.

The campus has appointed requisite security and maintenance personnel for upkeep of the infrastructure, facilities and equipment of the college.

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

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

Response: 90

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 18

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

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

Response: 1.65

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

2018-19	2017-18	2016-17	2015-16	2014-15
1.05	0.16	00	10.51	1.04

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document
Audited utilization statements	View Document

4.2 Library as a Learning Resource

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

Response:

Don Bosco College has reference, circulation, periodical, multimedia, issue-return & reading sections. The reading room is well furnished to accommodate students at a time and provides conducive environment for reading and studying. The Reading Room has a capacity of 20 to 35 seats. Working hours are from 11 am to 5.00 pm from Monday to Friday.

The libraries are aesthetically constructed to make it an inviting and reading place with an ambience suitable for learning for all departments. There is ample space for individual and group Studies. The library also provides facilities to the staff and students to access online resources. Library has 20 computer terminals connected with 50 Mbps internet, so that students can access e-journals, NPTEL video and notes.

The committee consists of Principal, Librarian, and one faculty from each department as members. The committee meets once in every year and reviews the Functioning of the library and recommends modifications and suggestions for new titles

Library is automated using Open Source Kohaa Library Management System, which enable the students and faculty to check the availability of books anywhere in the campus. It also helps to maintains record of books issue and return. Both students and staff can also access the library services from outside the campus, through web Access OPAC. (<http://opac.donboscocollege.in/>)

Library is automated using Integrated Library Management System (ILMS)

The Don Bosco College Library has a Digital Collection Repository of more than 5000 books, Journals and e resources. Koha is the software used for library automation.

The details of Integrated Library Management System are as follows:

Name of ILMS software: KOHA

Nature of automation (fully or partially): fully

Year of automation: 2012

The following features of Koha are being used in Don Bosco College Library

- The System provides simple and advanced levels of search.

- Easy access to information for Library Staff and Students due to effective searching and issuing of Items.
- Automation of alerts to remind Patrons and Staff about, overdue items or arrival of new items.
- Reduced time of processing of library item, due to MARC and Z39.50 compatibility.
- Online supervision becomes possible, reducing the line Management responsibilities of Senior Staff.
- Koha brings together library users and Staff, as both can see various aspects of the system and can work together more effectively to achieve each user's goals.
- Various web 2.0 facilities like tagging, social sharing and RSS Feeds.
- Union catalogue facility, Customizable search, Online circulation & Barcode printing.

The following Koha Modules are being used in the Library

- Koha OPAC Module
- Koha Members Module
- Koha Circulation Module
- Koha Cataloguing Module.
- Koha Serials Module
- Koha Acquisition Module
- Koha Report Module

Koha Hardware/software used in the library:

Koha Version	: 17.11.07.000
OS Version	: ubuntu
Perl Version	: 5.022001
My SQL Version	: mysql/Ver14.14 Distrib 5.7.22 for Linux (x86_64) using Edit Line Wrapper
Web server	: Apache
Zebra Version	: Zebra 2.0.59(c) 1994-2014

File Description	Document
Link for Additional Information	View Document

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

Response:

Don Bosco Library is classified into two sections namely the Reference Collection and the Subject Collection. A Reference Collection highlights various books which include General Knowledge texts,

Encyclopaedia, and other collections.

The Reference Collections has some of the rarest publications which include the **Collier's Encyclopaedia** published from 1902-1929. **Collier's Encyclopaedia**, first published in 1950–51 in the United States. Originally in 20 volumes, *Collier's* was expanded to 24 volumes for a major revision in 1962. It remained at that length until 1997, when it was printed for the last time. Micro Soft Corporation acquired the copyright to *Collier's* in 1998 and added the content to its Encarta encyclopaedia.

The Hospitality management has preserved Grand Diploma Cooking Course Vol 1 to 20 that serves as a depository of information for the students of Hospitality. Some of the bestselling International books on cookery have been philanthropically deposited in the Library that is serving as a resource for reading, teaching and learning in the Hospitality department

This serves as a knowledge repository which help the faculty and the students to inculcate the knowledge beyond the curriculum. In addition College has Old Books which has philanthropically contributed to the growth of books as a valuable resource in Department of Mass Media and in Hotel Management Studies.

Some of the books are as old as being published in 1935 and these editions are no more available in the market for purchase. All the rare and old book collections are received as donations, classified according to their subjects and are well documented. The rare books collections details are updated in Library System.

Apart from books prescribed in the curriculum, the college has a depository of old books that add value to some of the cross cutting issues and Spiritual growth that are covered on a day to day basis during the interactive process in the campus.

The Subject Collection consists of books based on the curriculum content of Hotel Management, Management studies and Mass Media covering cookery, House –keeping, Management, Advertising, and Journalism etc.

File Description	Document
Any additional information	View Document

4.2.3 Does the institution have the following:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

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

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 3.38

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
1.51	3.56	4.85	4.00	2.97

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

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 1.34

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

Response: 10

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Each department has a dedicated computer Lab for students' practical sessions. Students are provided with well- maintained laboratories for all their computing needs. The college has total of 114 computers for students' use. Internet access of 100 Mbps is provided for everyday activities and is increased on demand for any extra technical activities. Restricted Internet facility is also extended to all the classrooms, library, faculty room, seminar halls and offices through LAN connection. **Mass Media floor** has Adobe Suite software for curriculum requirements.

The campus recently doubled the capacity of bandwidth to 170 MBPS to cater to the needs of all four institutions in the campus. The campus has dedicated support staff for maintaining the IT facilities in the campus. It has inhouse software applications such as MIS and NEST for computerization of processes and for efficient functioning. Technical support is available from Campus Server Room and the faculty of Don Bosco Institute of Technology in the campus. High performance servers having 12 to 32 GB RAM with Xeon and IBM processor deployed in the engineering institute extends full-fledged internet access with high speed to the College. IPCop is used as a firewall for protecting all servers from outside attacks. All available services in the campus are through a Central login authentication system (LDAP). Students computer Lab has mainly open source software and application for various processes and activities. The **Zimbra mail server** is hosted for official communication. The campus makes use of One or Zero Helpdesk & Task Management System for raising technical support requests within the campus.

Open source software Koha for Integrated Library Management System and Moodle as a Learning Management System for Teaching Learning Evaluation process are used. Biometric login system is used for attendance management of staff and mass media students. Shared E resources with Don Bosco Institute of Management Studies are available for faculty and students to update knowledge.

All classrooms are provided with LCD projector, audio system and restricted Internet connection. An indigenous software Colmation has been used for IT system and processes of the college. In 2017-18, the same has been replaced by MIS which has wider applications modules.

MIS is an exclusive management information system where students and staff profile is maintained. It helps in maintaining academic record of students in terms of their attendance, and performance. Students feedback has been conducted in MIS. Faculties make use of this system to upload their teaching and learning plan, teaching Log and progress for their respective subjects. Staff attendance and leave records are maintained in this system. The use of modules for student support services like railway concession, mentor record maintenance, attendance communication to parents etc is on progress.

NEST is the inhouse examination software enabling exam committee to prepare exam results and grade cards on time. It has minimised the time consumed for the work of result preparation, updates of ATKTK

(repeaters) exam, revaluation results process and updating Lower exam results on the University portal etc to a great extent.

File Description	Document
Any additional information	View Document

4.3.2 Student - Computer ratio

Response: 6.4

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

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: 5-20 MBPS

File Description	Document
Any additional information	View Document

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

Response: No

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

4.4 Maintenance of Campus Infrastructure

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

Response: 1.89

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities

excluding salary component year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
0.41	0.023	0.016	13.56	0.064

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document

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

Response:

The College has an established system for the effective and proper maintenance of equipments, infrastructure and properties of the institution. The college has appointed a maintenance staff for the purpose of upkeep of the maintenance of physical facilities in the campus.

DBCL campus is a self-sufficient one from maintenance viewpoint. There is an Industrial training Institute, Engineering Institute, Management institute as well as a marine academy to support the college by sharing of resources and in maintaining its assets and general upkeep of the college. Adequate personnel are employed for maintenance works relating to computer laboratories, carpentry, plumbing, air conditioning and electrical and electronic equipments including solar panels, gardening, buildings, transport etc. Adequate measures are taken by the Campus administrator for the effective maintenance of sports facilities.

The Campus Council discusses and reviews all the major renovation and maintenance works. Campus administrator is in charge of upkeep of campus physical facilities and the central accounts section. The college management is responsible for all the maintenance activities in the campus with adequate support from sister institutions. College has an efficient office to monitor the maintenance of physical equipments and other facilities of the college. The maintenance of the classrooms is carried out by the college administrative wing, which keeps the stock register and maintenance report of the classrooms.

A computer lab assistant from the Campus Server room is stationed at the college and he is responsible for maintaining the laboratories, in concurrence with the Head of the department and Principal. The department council will propose and review all the major works pertaining to renovation and maintenance of the lab.

Types of Maintenance carried out in Hospitality Studies:

There are different types of maintenance that hospitality studies use to increase the uptime of their assets and utility of their facilities. Students are also trained for maintaining the kitchens and accessories.

Separate complaint registers are maintained for various services. Regular cleaning of college floors, classrooms, laboratories, equipment, and restrooms are being done by the housekeeping team. Stock verification of all labs and other facilities is done at the end of every year by the staff members from other department. Periodical check-up of equipment is carried out as per schedule by the chefs and lab faculty. Selected services like refilling of fire extinguishers has been given on contract. Based on our budget, amount of resources, level of combined experience, and maintenance goals, the following maintenance types are used.

Preventive Scheduled maintenance: Scheduled maintenance includes work that is scheduled on a calendar for completion. The most common type of scheduled maintenance is calendar-based preventive maintenance tasks. Hospitality Studies – schedules maintenance tasks based on time rather than actual conditions. The time for preventive maintenance is scheduled half yearly and yearly depending on usage of the facilities or equipment. Fire extinguishers are checked every 2 months and refilled every year in March.

Maintenance carried out in November just before the exams: PCI, Gas-Ranges burner deep cleaning, checking valves and knobs, plumbing, refrigerators, Air conditioners, ovens, planetary mixers and water coolers.

Maintenance carried out in May after the exams: In addition to above, during vacations, maintenance of plumbing, painting, carpentry, polishing and lockers are carried out.

Condition-based maintenance: Condition-based maintenance (CBM) is done when hazardous conditions are spotted. It is written in a job requisition book and then followed up with the respective vendor. For e.g. Water drains clogged or Gas knobs broken. Etc.

Planned maintenance: Planned maintenance is work that's prepared for in advance of it taking place. For e.g. Painting of AV room or restaurant is done before interviews or events. This is also done for lighting which is checked from time to time.

Routine maintenance: Routine maintenance is a form of time-based maintenance for smaller tasks (i.e. cleaning) performed at higher frequencies (hourly, daily) and for larger tasks (i.e. inspections) performed at lower frequencies (weekly, monthly, annually). Additionally, routine maintenance is performed by peons and other staff member while routine preventive maintenance is performed by technicians.

Emergency maintenance: Emergency maintenance occurs when an equipment requires immediate attention in order to keep a facility operational or safe. This is the most reactive and intrusive type of maintenance as it pulls technicians away from other jobs and lowers schedule compliance. In extreme circumstances, emergency maintenance can set us back days depending on the scope of the repair, available parts, and the equipment's level of importance.

Maintenance of Computer Laboratories: Maintenance of computers is taken care by an in-house Campus Central Service Server Room of Don Bosco Institute of Technology. Preventive maintenance and breakdown maintenance procedure is followed. Installation of antivirus and firewall ensure that the software and system are secured.

File Description	Document
Any additional information	View Document

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 2.42

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

2018-19	2017-18	2016-17	2015-16	2014-15
11	42	36	0	0

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document

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

Response: 0.25

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

2018-19	2017-18	2016-17	2015-16	2014-15
5	1	1	1	1

File Description	Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	View Document
Any additional information	View Document

5.1.3 Number of capability enhancement and development schemes –

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

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

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

Response: 20.14

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

2018-19	2017-18	2016-17	2015-16	2014-15
140	140	140	120	160

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

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

Response: 9.39

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

2018-19	2017-18	2016-17	2015-16	2014-15
137	72	50	27	47

File Description	Document
Details of the students benefited by VET	View Document
Any additional information	View Document

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

Response: Yes

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

5.2 Student Progression

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

Response: 34.3

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

2018-19	2017-18	2016-17	2015-16	2014-15
85	94	85	62	33

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document

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

Response: 2.2

5.2.2.1 Number of outgoing students progressing to higher education

Response: 05

File Description	Document
Details of student progression to higher education	View Document

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

Response: 80

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

2018-19	2017-18	2016-17	2015-16	2014-15
05	08	05	02	00

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

2018-19	2017-18	2016-17	2015-16	2014-15
05	08	05	02	00

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national / international level (award for a team event should be counted as one) during the last five years.				
Response: 0				
5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year-wise during the last five years				
2018-19	2017-18	2016-17	2015-16	2014-15
0	0	00	0	0

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

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution	
Response:	
<p>The Don Bosco College Student Council is formed as per the University guidelines. It runs with the objective of promoting participatory decision making, arranging extracurricular activities to bring out the hidden talents and motivating them to participate in these activities, which includes cultural & social activities for the overall development of the students.</p> <ul style="list-style-type: none"> Each class elects its representatives (both men and women) who in turn elect the General Secretary and Joint Secretary to form 'The Student Council' at the beginning of every academic year. This Student council offers its suggestions and feedback to the management and organizes different activities within the college to create awareness. Students are nominated on the basis of their academic performance, their participation and achievement in cultural activities, sports and N.S.S. 	

It is a proactive council that endeavours in promoting educational values and decorum inside and outside the campus.

- A three days **residential Leadership camp** is organised annually for representative Student Council members. The thrust of this camp is to reiterate the essence of effective leadership and kindle a sense of bonhomie among the students. One of the goal and objective of this camp is to motivate DBCL institute leaders to take initiative to become an active proactive leader to many areas.
- All extracurricular activities like singing & Dance competition, Fashion show, Personality Contest, Crib competition, Christmas programme etc. are organized by student's council during the annual campus festival "HYSTERIA". Participating in these events and participating in workshops organized by student's council gives lot of confidence to students.
- Salesian Youth movement -**SYM**- is organised every year for the overall growth of the youth of all Salesian Institutions. The DBC student council takes initiative to motivate the students to participate in all the programmes organised for the student's growth.
- **SYMBIOS** is an annual program organised by Youth Ministry of DB Provincial house Matunga held at Don Bosco School, Matunga. Students of DBCL campus participate every year in this event. DBC students participated in group activities and performing arts. Also, volunteers participated especially in collage, Rangoli, Best out of waste and painting and won prizes
- Apart from these activities, Student Council of Don Bosco College extends a handholding to all activities in the campus like Blood Donation, awareness drive, Diwali Mela, Christmas mela with differently abled kids etc. Teacher's day, is celebrated with all fervour and respect for the teachers who guide them throughout the year. Rose Day, Chocolate day, Twin Day, etc. are also part of the activities held in the campus.
- Diwali and Christmas are celebration time for the young students of Don Bosco and they participate enthusiastically in numbers with the motivation and support of the Student Council.
- The Student Council has student leaders with various portfolios and works in coordination with the Staff-in-charge of the committees. In all, through the student representatives the leadership skills and initiative in students are nurtured proactively by motivating them in organising all activities and functioning of the committees.

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

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

Response: 9.6

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

2018-19	2017-18	2016-17	2015-16	2014-15
12	12	9	7	8

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document
Any additional information	View Document

5.4 Alumni Engagement

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

Response:

An organization's alumni are the reflection of its past, representation of its present and a link to its future. Don Bosco College has always been unique in the way they interact with their students as well as their alumni community.

The alumni of Don Bosco College create a powerful positive impact by acting as a strong and loyal support system. They are our best ambassadors, offering valuable marketing and promotion across their personal and professional networks.

Talented alumni possessing a wealth of experience, through talks and meets offer expertise & skills to current students. In certain cases, this goes even further with alumni offering practical support to current students in work placements and help them launch their careers. They also help students get placed at their respective organizations through reference.

Alumni play an active & important role in "peer mentoring". Right at the beginning of the Course at Don Bosco College, the alumni interact with the students about the importance of being serious & industry ready in order to be employable at the end of 3 years. In 2018, Alumni of the Media department came back to college to support the teaching community on the arrival of international students from Alice Smith School Malaysia. Alumni has also played a big role bringing in the Broadcast Media into the campus to expose the talent of the DBC students for the singing competition. Thus helping in tapping the talent of the students that Industry could recognize. They also interacted with staff members and management in order to fill the gap between syllabus and industry.

Speaking of awareness and Universal values, Alumni play a major role helping in social causes by participating in Social activities extending their knowledge and skill to the deprived sections of the Society. In the Media department they interact with faculty and extended their services to teach women from lower socio economic sections on how to use Smart phones to promote their entrepreneurial skills.

"Boscoites" (well-known name for Don Bosco Alumni), always come back with fond memories, contributing lots of value to the college. Convocation has been a standard process since 2014-15, where alumni meet and discuss about their present as well as future plans. All three programmes of the college

celebrate the degree awarding ceremony individually and alumni meet are arranged by respective departments.

The registration of the Alumni Association is in process, however the alumni has been contributing right from the time batch-I has graduated.

File Description	Document
Any additional information	View Document

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	Document
Alumni association audited statements	View Document

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Don Bosco College is a sunrise institution with minority status. The college is run by the Bombay Salesian Society who have a single mission: to be “signs and bearers of God’s love for the young.” It is in the spirit of the Mission of the Salesians that Don Bosco College strives to make students to discover their ‘Purpose in Life’. The College has clearly defined Vision and Mission statements. The Vision statement of the College reflect the ideal of nurturing holistic development in students.

VISION :

“To develop holistic and responsible citizens who have a love for continuous learning and are able to effectively discern their calling and career.”

MISSION:

- To implement facilitating structures that create a professional yet supportive environment for collaborative and team learning.
- To enable the holistic growth of students
- To make students sensitive to the social and environmental issues and deprived segments so that they realize not only their rights but also responsibilities as citizens.
- To empower students with proper discernment and opportunities to choose their calling and career appropriately.
- To facilitate the development of relevant competencies in alignment with the needs of society and organizations.
- To implement effectively in letter and spirit The Preventive System (The Don Bosco Way)

The House Council is the Governing Body of the College. The members of the House Council are drawn from academia and social service and bring in their wealth of experience, wisdom and vision in shaping the growth of the college aimed at academic excellence and social commitment. All developmental activities are headed by House Council, College Development Council and IQAC. Under the overall supervision and guidance of the House Council, the Principal, who is the ex-officio member of the body, presides over the policy making bodies of IQAC, Grievance Redressal Cell etc. in the process of framing policies with regard to the daily functioning of the college. The College has a number of Statutory Committees with representation from all stakeholders. In addition, the principal in consultation with the Departments has formed a number of functional committees for effective functioning of the college. The College Development Committee (erstwhile Local Managing Committee) is formed as per Maharashtra Public Universities Act 2016 and has elected representatives of faculty and non-teaching staff. Student representatives and nominated members from academia, industry, employers and alumni makes the CDC the most vibrant one in participatory policy decisions.

The IQAC cell constitutes various academic and non-academic committees as per the plans developed and

mentioned in the academic calendar. Allocation of work is discussed through periodic staff meetings held by the Principal and ensure that there is adequate communication and feedback on the quality parameters and its implementation. Every faculty has to design their own teaching plan after consulting their respective heads of department and principal, to ensure the delivery of academic inputs to student community. It also helps faculty to be prepared for developing teaching aids. An elected Student Council is empowered to plan the cultural, technical and sports extra-curricular activities on campus.

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

6.1.2 The institution practices decentralization and participative management

Response:

Executive Directors and Heads of Departments assist the Principal in day-to-day operations. HODs have the autonomy to manage their domains as effectively as possible within the guidelines provided by the management. The Principal meets the HODs every month to plan, monitor and assess the impact of the various activities on campus.

The College has a functional College Development Committee - **CDC** (erstwhile LMC - Local Managing Committee) comprising of management representatives and elected representatives of the teaching and non-teaching staff, nominated members from alumni, industry and student representatives. The CDC meets four times a year to discuss the growth and development of the college in aspects like academics, placement, manpower requirements, infrastructure, annual budget, co-curricular and extra-curricular activities. The CDC gives important inputs that are taken up by the management for implementation.

The IQAC meets at least thrice a year to propose quality improvement initiatives and takes stock of effectiveness of practices already adopted by the college. Student representatives are also part of the IQAC.

The various functional committees at the institutional level meet regularly to assess the campus requirements and propose measures to improve the environment on campus.

CASE STUDY: Decentralization and participative management is evident in the process of introduction of **indigenous short-term courses**, which is elaborated below:

- The individual departments identify an industry partner to introduce suitable add on courses, get feedback from the class room and Students' Council to decide on the demand ratio, prepare the syllabus in consultation with the industry experts and submits the same to the Principal for permission and action.
- The Principal places a proposal before IQAC for introduction of the course.
- The IQAC has initiated a format for proposal of value added courses which consists of all relevant information as follows :
 - Title of the course

- Unit based syllabus with requisite number of sessions - theory and practical - to be taken
- Nature of industry training incorporated
- Duration of the course
- Intake capacity and number of batches
- Target group
- Fees to be charged etc.
- The IQAC scrutinises the proposal, gets input regarding content enrichment and suggests to Department for improvement/ modification if any; on its approval, the Principal places the same before House Council for consideration. After getting a nod from the House Council, further, the matter is placed before CDC for final approval.

On getting approval, the HoDs assigns the responsibility to a faculty to initiate the process. The faculty is to interact with industry partner, to arrange an introductory session, takes care of enrolment of students, fee collection, smooth run of the course and distribution of authorised certificates to successful students. On successful completion, feedback is to be taken from students regarding value addition. The department is to submit an Action Taken Report mentioning the number of successful beneficiaries to the Principal who will place the same before House Council for approval. The House Council considers again the merit of the course, value addition made to the students and approves for further continuity of the course.

File Description	Document
Any additional information	View Document

6.2 Strategy Development and Deployment

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

Response:

The college has a Perspective plan for development. Considering the need for serious policy reforms and adequate resources and good governance, the House Council of the college decided to chalk out a realistic strategy to transform the College into a truly excellent place of teaching/ learning for all the stakeholders. The journey of perspective plan is as under:

Perspective

Plan Process

Timeline	Milestones achieved in Perspective Plan development
7th Aug 2018	Five year Perspective Plan drafting process commenced; The House Council assigned the responsibility of contextualising a Perspective plan for the college to the IQAC.
Aug 31st to 20th Sep 2018	In house Members of IQAC finalised the Draft; the IQAC and top Management suggested seeking advice from stakeholders by uploading on the website online for views. The same was kept open on the website for a fortnight and after incorporating the suggestions, was placed for approval of IQAC.

27th Sep 2018	Perspective plan was placed in IQAC meeting. After due deliberations, the final draft was approved by the IQAC to be placed before CDC for approval.
9th Oct 2018	Approved by the CDC and posted in the website.

Aspects Considered in Formulation of the Perspective Plan Development: The plan has a multi-pronged approach.

1. Don Bosco's Preventive System, which focusses on implementing Don Bosco Way in a wholesome manner. Also incorporates the enhancement of a person's professional and personal growth through the mentor and Counselling System.
2. Curricular Aspects which outlines overall perspective of curricular planning and implementation of existing and new programs,
3. Delivery Mechanism: Policies & steps towards raising the bar of quality of Teaching, Learning and Evaluation catering to relevance and diversity of the students
4. Sowing seeds of Research, providing support for Institute-Industrial network through Consultancy and Extension and Principles of Governance based on ethical practices which provides holistic leadership to make the college as global educational society
5. Policies and steps towards student support & progression, harnessing quality education in students and capture their progress.
6. Devising and developing a plan to identify & provide with effective Social outreach programmes as a part of College Social Responsibility.

Perspective Plan is prepared for the period of five years - Academic Year 2018-19 to Academic Year 2023-24. A midterm review is proposed to be conducted at the beginning of the 3rd year i.e. in 2021 in order to appraise the extent to which goals have been achieved and revise the same if needed. This will facilitate the college to realign the road map to reach the expectations of stakeholders in a harmonious way over a long period.

To make the functioning effective, appropriate Deployment Documents are prepared by the Campus server room personnel and available in the college as well as on the website. Deployment plans on all IT processes are well defined and approved prior to the deployment date. The processes involved in getting a new software or hardware and running it properly including installation, configuration, running, testing, and the process of making necessary changes are clearly recorded.

File Description	Document
Any additional information	View Document
Strategic Plan and deployment documents on the website	View Document

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

Response:

Governing body: The House Council is the Governing Body approving administrative functions of the college. All members of the Council (other than Principal) who are priests reside in the campus and are always available for strategic decisions. The Council reviews policies and institutional progress and is responsible for policy decisions on:

- Administrative and academic matters
- Budget approval
- Introduction of new programs
- Sanction for activities – curricular, co-curricular and extra-curricular
- Recruitment decisions
- Improvement of infrastructure facilities
- Any other major policy decision

The Council has framed well-defined policies on e-waste management, e-governance, code of ethics for research and policy against substance abuse.

Administrative Setup

- The Principal is the Head of the Institution and is the key decision maker with regard to all academic and administrative matters.
- HoDs ensures good order in college and an atmosphere conducive for academic activity.
- All departments have their own respective department offices headed by respective Department heads.
- The Accounts Manager monitors financial transactions and all monetary transactions (both the receipts and payments) are processed through a nationalized bank.
- Decisions are made at appropriate levels in the organizational hierarchy.

Other Statutory bodies such as **College Management Committee - CDC, IQAC, Anti-ragging & prevention of sexual harassment Cell, Students Grievance Cell, etc.** are part of the organizational structure of the institution as per Maharashtra Public Universities Act 2016. To make it demonstrative, apart from elected representatives of teaching and non-teaching staff, nomination of external academic experts, representatives from industry, alumni, and student leaders are made as per norms.

Functional Committees: An optimum level of decentralization is maintained at the department level. In addition to Statutory Cells, a number of functional Committees are formed by the Principal in consultation with HoDs for one academic year for smooth and efficient management of activities.

Service rules: The institution has framed Service Rules on the basis of Mumbai University norms. Service rules, leave rules, policies and procedures are documented and are made known to all newly recruited staff members through an induction program.

Recruitment Policies: The HoDs in consultation with the Executive Director reviews faculty requirements as per work load and submits the consolidated staff requirement to Principal. Recruitment policy is transparent following Mumbai University norms for minority institutions. An advertisement is given in newspapers and shortlisted candidates are called for interview. The Selection Committee, consisting of Management representative, Principal, respective HoDs and two-course experts, conduct

interview and select candidate on merit. In case of Ad-hoc requirement, the recruitment is made through demonstration lecture and interview with Principal /Executive Director.

Promotional Policies: Promotions are based on merit and qualifications required for the higher position. Increments are decided by the Principal and Executive Directors on performance analysis as per KRA defined for them in the appointment letter.

Grievance Redressal and Internal Complaints: The college has formed Grievance Redressal Committee to handle student grievances regarding teaching and assessment. An Internal Complaints committee has been formed to handle cases of gender discrimination, harassment or any other matter related to the day- to-day activities on campus.

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

6.2.3 Implementation of e-governance in areas of operation

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

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: B. Any 4 of the above

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

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

Response:

The institution has framed different committees and cells to cater to the needs of the smooth functioning and growth of the college. The House Council is the Apex Body assisted by a number of Statutory Committees formed as per UGC norms, requirements according to Maharashtra Public Universities Act 2016 and University of Mumbai Statutes. The functioning and decisions of these committees are recorded in physical as well as soft form. In addition, for the smooth functioning of the college a number of functional committees were formed. All these committees have their own objectives and responsibilities and the procedures are properly recorded for appropriate action.

Statutory committees of Internal Quality Assurance Cell (IQAC), College Development Committee (earlier named as Local Managing Committee), and the apex House Council takes care of vital areas of growth and the same is evident in the relevant minutes of these committees.

CASE STUDY:

Policy on monitoring of Teaching Learning Process			
Resolution	Review		
	IQAC	LMC/CDC	House Co
Result analysis	Conduct of practice exam before final exams (24.11.2017)	Tutorial for weak students initiated. (16.11.2018)	Remedial measures for students & orienting (8.1.2019)
improvements in teaching methods	Daily log recording as per format (27.9.18)	Goal setting for Departments (15.3.2017)	ICT enabled teaching (15.6.2019)
Remedial measures for weak students	Remedial classes for ATKT students (18.1.2019)	Intensive use of LMS & Remedial lectures before exams (2.4.2019)	Remedial class for students for performance improvement.(8.1.2019)
Digital support to T-L-P & innovative teaching	Introduction to MIS (27.9.2018)	Innovative methods (Filing of RTI online, New product devt etc.) (2.4.2019)	MIS training for faculty ERP system (27.9.2018) E governance re Introduction of MIS learning (8.1.2019)
Performance Appraisal System	Procedures on feedback mechanism (27.9.2018 & 18.1.2019)	Appraisal on the basis of KRA (L.M.C. on 6.7.2015) and Appraisal of feedback system (CDC on 2.4.2019)	SOP for Performance system (12.2.2019)

Minutes of the meeting is prepared by assistant registrar and is circulated to all members with the approval

of Principal. If the meeting is conducted in the absence of Principal, draft minutes of the meeting are submitted to the Principal and minutes are finalized with his feedback if any. It is ensured that minutes of the meeting include ATR.

File Description	Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The college management has ensured a congenial and caring environment on campus for all its stakeholders. Absolute support and guidance have been rendered by the college and management to faculty members for fulfilling their personal and academic requirements. The Institution provides welfare measures to both teachers and non-teaching staffs. The measures taken to motivate and empower the staff and to create a sense of belonging is given below:

- All staff of Hospitality Studies department are provided with **lunch in the college every day**. Also, provisions are made free of charge for unlimited availability of tea and coffee for the staff throughout the day. The college also organises events and activities for the staff to get together and work cohesively.
- The faculty computer ratio is 1:1 and unlimited internet facility is available in the staff common room. The faculty is motivated and encouraged to upgrade themselves academically for their holistic development. Library facilities for all staff is extended with internet connection and access to high quality scholarly material.
- The college conducts **Faculty Development Programmes** on topics like Conflict Management, Team Building and Goal Setting to develop a positive outlook.
- The organisational setup of the college gives opportunity to all staff to develop their leadership skills and to participate in decision making process by involvement in various committees.
- **Special leave** can be availed for preparing and appearing examinations to obtain higher qualification.
- **Sponsorship** is extended to Teaching and non-teaching staff for skill enhancement like certification and training. **Duty leaves** are granted for attending officially sanctioned seminars and workshops. **Financial assistance** is given for the faculty members who attend conferences and workshops by way of full reimbursement of registration fees. Travel assistance is also extended on production of value addition report of attending seminars.
- All types of leaves (time concession, CL, PL, sick leave, maternity and paternity leave, compensatory off etc.) are extended as per norms.
- Annual **health check-up camp** is conducted for all staff in the campus.
- College ensures immediate medical attention for any health emergency by admitting to nearby Kohinoor Multi Speciality Hospital and making down payment, if required. This facility is extended to students as well. Monetary assistance is also available for staff who are unable to meet their medical expenses.

- Class IV employees are given uniform every 2 years.
- Ward of staff given preference in management quota for admission to a program offered in the college.
- The teaching and non-teaching faculty get the benefits of EPF and Gratuity.
- Life Insurance policy for accident for a sum assured of Rs. Five lakhs, is arranged with Oriental insurance company for all staff.
- If any staff is in need of any financial support, staff advances are provided; for loans from banks to buy house and vehicles, necessary arrangements will be provided by the college on request.
- Parking facility for vehicles of staff is arranged in the campus.
- Campus Minister and professional counsellors are available on campus to resolve any conflicts or personal grievances of staff.

File Description	Document
Link for Additional Information	View Document

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

Response: 22.48

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

2018-19	2017-18	2016-17	2015-16	2014-15
4	3	5	2	2

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years	View Document
Any additional information	View Document

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

Response: 3.6

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

2018-19	2017-18	2016-17	2015-16	2014-15
8	1	1	5	3

File Description	Document
Reports of Academic Staff College or similar centers	View Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document
Any additional information	View Document

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

Response: 6.1

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

2018-19	2017-18	2016-17	2015-16	2014-15
2	1	2	0	0

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

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

Response:

The institution holds an effective appraisal system for assessing the performance of both teachers and nonteaching staff. A standard policy is devised across all the departments to conduct the staff appraisal system. In the nascent years of the institution, an indigenous software has been used to obtain student

feedback on faculty performance. Though it had a reasonable response, physical presence of students in the computer lab made the process monotonous for the students. Hence, as an IQAC initiative, an Online Feedback System has been implemented from 2018 for making the analysis and communication of the result to the faculty members easier, meticulous and confidential.

The purpose of Online Feedback System is to automate the analysis in a presentable manner and override the problems prevailing in it. It can also reduce the strenuous work of physically examining the feedback on each and every staff. Moreover, it provides internet access to each student of the institution and it is easy to manage the system. Mobile compatibility of the questionnaire brought in a near 100 percent feedback record from students. Provisions are also made for registering students' remarks and comments on the performance of teachers and non-teaching staff. After the verification of the responses sent by students, Principal generates the reports and places before IQAC and House Council for appraisal.

For each faculty as well as non-teaching staff, Key Responsibility Areas (KRA) which directly follow from job description of a person and represents the areas in which he or she is expected to perform has been defined and given in the appointment letter. IQAC devised a Performance Appraisal System on the basis of KRA. SOP of Performance Appraisal System has been approved by the House Council as under:

1. Feedback to be obtained from students by the end of every Semester.
2. Self-Appraisal Form to be filled by every faculty by the end of the academic year.
3. Principal and Executive Director to adjudge the performance as per KRA of the staff.
4. One to one discussion with the staff, Principal and Executive Director.
5. For non-teaching staff, HoDs validate the self-appraisal form submitted by the staff by the end of academic year and submit to the Principal for consideration.
6. Annual Increment is accomplished with fulfilment of the KRA assessed on the basis of their performance appraisal.
7. The process of obtaining performance appraisal for teaching and non-teaching staff should be completed by 30th April every year.

The process has emerged as a fruitful exercise as it enhances communication channels and thereby establishing a constructive dialogue between the appraisers and the appraised.

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The institution holds an effective appraisal system for assessing the performance of both teachers and nonteaching staff. A standard policy is devised across all the departments to conduct the staff appraisal system. In the nascent years of the institution, an indigenous software has been used to obtain student feedback on faculty performance. Though it had a reasonable response, physical presence of students in the

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The process has emerged as a fruitful exercise as it enhances communication channels and thereby establishing a constructive dialogue between the appraisers and the appraised.

File Description	Document
Any additional information	View Document

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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

Response:

Mobilisation of fees: Don Bosco College is a private institution offering only self-financing courses. Hence resource mobilisation and optimal utilisation is given due importance. The main source of funding for the college is the fees paid by the students. The fee charged for the programmes is as per the fee structure prescribed by the University of Mumbai in 2009 and is collected through a transparent process. Payment of fees is through banking instruments only (in the form of NEFT or Cheques or demand drafts.)

Strategies for Resource Mobilisation from other sources:

- **Conduct of workshops, training programmes, certification courses, and value added courses** for students other than those mandated by the curriculum; For subject related value added programmes, fees are collected as per the charges approved by the Statutory Bodies of the college.
- **Carrying out consultancy work for industry:** Hospitality Studies Department has sustained good linkages with the industry leading to a constant flow of income for conducting cookery training courses for the industry.
- **Sponsorship of laboratories and equipment by industry through MoUs :** MOU is signed with the industry for installation of high end oven by them in the college kitchen for practicals.
- **Donations from philanthropists for infrastructure:** During the assessment period, the college has received donations from philanthropists from the U.S for the infrastructural development of Mass Media floor.
- Applying to various bodies for grant for conducting Short Term Training Programmes on new technologies
- Sponsorship from corporates of students' activities like competitions, technical festival, cultural and sports festivals.
- Sponsorship of activities for community development: Parents and well wishers are approached for donations and sponsorship of the following activities: Fees, books, laptops for economically backward students.
- Supplying solar power to the grid on holidays

Utilisation of funds: Effective planning and utilisation of the resources, both infrastructural and human resources is ensured. The college ensures that it satisfies all the academic requirements in terms of infrastructure, well equipped classroom and laboratories and state of art amenities to attract students to the various programmes. A robust teaching-learning process with the technological support is followed and regular feedback is taken from students, parents, industry to improve stakeholder satisfaction.

Income from industry for short courses and the Development fees are used for infrastructural augmentation including purchase of high end equipment for kitchens and laboratories. Budget is prepared each year and submitted to the management for approval. All expenditure is carried out according to the budget.

File Description	Document
Any additional information	View Document

6.5 Internal Quality Assurance System

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

Response:

The young and vibrant IQAC of the college has conceived, initiated, and implemented with due approval several initiatives towards Quality sustenance and Quality improvement. **Two noticeable efforts in this regard are:**

1. Discernment of Perspective plan
2. Online Feedback mechanism

1. **Perspective Plan:** IQAC Chairperson briefed the House Council of the College, the role of a long-term strategic plan to place the college on sustained growth path in August 2018(7/8/2018). Considering the vitality of the plan, the apex body assigned the responsibility of drawing the same on IQAC. The IQAC members initiated the planning process (27/9/18) and duly giving importance to participatory decision-making process, placed the draft plan on the college website for a month period to elicit stakeholder's expectations on the long-term plan. The same has been placed (on 9/10/2018) before College Development Council (the top Decision-making body of the College as per Maharashtra Public Universities Act 2017) for approval. The CDC praised the IQAC for its vision of drawing the same. The plan is an ambitious, well-conceived, wholesome document encompassing every aspect of growth. The plan identifies the thrust areas of growth (*viz... effective implementation of the preventive System of Don Bosco way, quantitative and Qualitative expansion over the next decade, curriculum delivery process, research acumen, Curriculum enrichment, review mechanism and quality checks, stakeholder involvement and social outreach plans, getting national ranking*) the strategy / action plan to achieve the same, the mechanism to be followed and the desired outcome. The plan thus has a foresight of taking the institution to the next level and has started working on the envisaged direction.

2. **Online Feedback Mechanism:** The College, since its early days, has been obtaining feedback from students on teacher's performance. The IQAC broadened the base by extending the same from all stakeholders, widened the reach by easy access through mobile phones at convenient point and simplified the process of analysis by using the instrument of Google form. Feedback is now obtained at different points:

- Students' expectation at entry level
- About T-L-P I the middle of the year for midterm correction
- At year end for Performance Appraisal of faculty
- On viewpoint of all stake holders on curriculum content
- About value addition from various events
- At exit point to assess the effectiveness of happiness project of Don Bosco
- Feedback from faculty obtained through self-appraisal form in the year end are linked to

promotional prospects to instill responsibility and accountability, are some of the points of response seeking process.

The analysis of feedback result has been discussed at IQAC meetings and placed before decision-making authorities for requisite corrective measure if any. The IQAC has also been entrusted by the College Management the duty of writing SOP for Performance Appraisal through Feedback Mechanism. Feedback on curriculum content is duly forwarded to respective BOS for consideration. The feedback from peers has been obtained by B.M.M. faculty regarding course design and placed the same before BOS at the University for revamping the same as per CBCS pattern.

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

Response:

The IQAC of the college has formulated a **Bottom-Up** approach for an effective teaching learning process. In order to review the T-L-P, IQAC has implemented several initiatives like Daily Log, Academic Audit, Parents meeting, Result analysis, FDP, LMS etc. Two examples are given below to give a bird's eye view of IQAC functioning in the college.

Reform 1 : Review of Teaching Learning process : IQAC is responsible for monitoring effective implementation of T-L-P, and the Principal reports the same to the House Council periodically.

1. The IQAC designs the **academic calendar** of the college in tune with academic term declared by the University and reviews departmental calendar and **timetable** of class rooms as well as individual faculty as per workload;
2. The **teaching plan** of the college **designed by IQAC** in 2017 is an elaborate document containing minute details of topic, subtopic, teaching aids to be used, andragogy, and learning outcome. The teachers by preparing their teaching plan handle their classes in a planned manner. The plan also should contain the standard reference books used by the faculty for the concerned subject.
3. A format of **Daily Log** – a semester reckoner – was introduced by the IQAC from June 2018 to enable smooth flow of delivery mechanism. Teachers submit Daily Log to HoDs on weekly basis for approval. Daily Log requires the faculty to adopt a minimum of **5 teaching methods** (with at least one new every semester) for every course and relevant cross cutting issues / **real life situations** analysed in the classroom are to be recorded in the prescribed column. This makes the teachers to think first regarding the methods and practical applicability of the subject.
4. **Monthly Parent Meet** in each department is arranged by IQAC for informing parents on attendance regularity and consistency in academic performance of students.
5. Every semester, **Result Analysis** is undertaken by the IQAC to identify the level of attainment of Course Outcome on the basis of letter Grades obtained by the students in CGPA. IQAC analyses the academic performance of students of every programme, presents the same before House Council and CDC for approval and identifies measures to attain **higher level of outcome and introduces corrective actions** wherever required.
6. As the concept of POs and COs were new concepts, the teachers were first trained to write Cos using Bloom's Taxonomy. Departments are to report on **attainment of POs and COs** to IQAC.
7. IQAC takes up syllabi of **indigenous certificate courses** for approval of statutory authorities. The

- departments propose the idea of initiating a certificate course first to the IQAC in the format suggested by it (incorporating title, objective, pedagogy, intake capacity, syllabus content, duration of course and outcome etc). After reviewing the same, IQAC processes the same for final approval.
8. Several initiatives like **Induction Programmes** for career readiness, **Orientation Courses and Bridge Courses** for new entrants and **remedial coaching** for desirous students have been intensified with the efforts of IQAC.
 9. For a **wholesome review of teaching practices**, academic management and academic support services, IQAC arranged the **academic audit of all departments** by peer group experts. Principal Padmaja Arvind from SIA College of Higher Education and Prof. Vijayalakshmi Kannan, Coordinator of B.M.S & B.M.M. programmes at Mulund College conducted Academic and Administrative Audit for the period 2016 to 2019 and **Action Taken Report** is submitted to the apex council by IQAC.
 10. **Online 360 degree Feedback mechanism** with near 100 % response from students has been successfully carried out by the IQAC for reviewing T-L-P. An indigenous software developed in the campus was used to get feedback from students till 2017-18 which necessitated physical presence of students in the lab. IQAC achieved larger response by introducing student friendly technique. The system was introduced in Aug 2018 through Google form with **mobile phone compatibility** and has been well received by stakeholders. Result analysis has become quick and more accurate with the introduction of the system.
 11. **SOP for Performance Appraisal System** with three-pronged digital approach – *students' feedback, faculty self-appraisal and review linked to performance incentives* - has been implemented with House Council approval.

Reform 2 : Implementation of ICT enabled Teaching-Learning-Evaluation process

One major responsibility successfully implemented by the IQAC, has been Teaching Learning Process through LMS.

1. MOODLE was initially introduced on a pilot basis in B.M.S. Department in 2014-15. Intensive use of the same came with IQAC initiatives to introduce the same in B.M.M. Department for visual learning in 2017. Hospitality Studies students are using the same recently from 2018-19.
2. The process has resulted in Classroom sessions encouraging curiosity and inculcating expressive learning. Monotonous notes dictation has been replaced with Power Point Presentations. Visible Learning and exploratory learning is largely used by teachers in the class room.
3. **Outcome based learning** is intensified through LMS. The idea of writing PO, PSO and CO in the MIS enables teachers to measure the attainment of outcome quantitatively. The teachers have prepared POs, PSOs and COs and upload the same before the start of the sessions. The IQAC is planning to take the process to next stage of mapping numerically attainment of Outcome with the help of MIS.
4. A **series of Training** programmes for faculty was arranged for introduction of MIS.
5. IQAC decided to conduct internal test of MCQs in Moodle from odd semester of 2018-19 by all Departments .
6. Examination Committee has been assisted by the IQAC to prepare exam results and analysis in the indigenous NEST software.
7. IQAC coordinated with the campus server room for **additional space** to upload video clippings for blended/ flipped classroom techniques.

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year**Response:** 2.2**6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
5	4	2	0	0

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

6.5.4 Quality assurance initiatives of the institution include:

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

A. Any 4 of the above**B. Any 3 of the above****C. Any 2 of the above****D. Any 1 of the above****Response:** C. Any 2 of the above

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

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

Response:

Don Bosco College in the last five years has made tremendous improvement in implementing innovative methods of teaching and learning for imparting quality higher education. The college has taken initiatives to introduce ICT enabled learning and improvement in infrastructure. IQAC contributes significantly towards the development of the college. The major spheres of activities which witnessed incremental progress during last five years are:

1. **Infrastructure augmentation:** Innovation and creativity have been boundless and strengthened by **technology-based teaching**. Cinematic **Theatre** has been constructed in 2016-17. All the classrooms are equipped with ICT based facilities including **Sound System** since 2015. B.M.S and BMM class rooms since 2018-19 are fully equipped with **LAN for flipped class room techniques**. HS department had huge investment on heavy duty equipments of five-star standards during the past 5 years (**Ice Machine, Blast Freezer & Refrigerators, Pulverisers, Salamanders, Deep Freezers, Ovens, Planetary Mixers, Barbeque Grill, Dough Shredder, Washing Machine & Industrial Ironing Machine among others**) for practical sessions during assessment period.
2. **Certificate Courses: Skill Oriented Courses** were introduced with Industry and Academia support in Digital Marketing, Film Making and Photography and are conducted by professionals from the Industry in fully equipped Air-conditioned class rooms. Major student development activities including **Soft Skill Development Courses** like Spoken English, Public Speaking, Diction Coaching, and Induction Programme on Career Readiness have been introduced to prepare the students for the Industry.
3. **Choice Based Credit System: The** University of Mumbai introduced CBSGS in 2014-15 and **CBCS** was introduced in 2016-17 for all U.G. programmes and hence syllabi of all courses were revised during period 2016-17 to 2018-19. 42 % of courses offered in all programmes were newly introduced. Number of teachers contributing to academic growth of University has increased (20%) in 2018-19. Number of **subject related certificate courses** increased from 2 in 2014 to 16 in 2018-19
4. **Teaching Learning process: Teaching Plan** recording was revived from 2015-16 and **Daily Log** from 2018-19. **MIS** was introduced in 2018-19. LMS - **Moodle** was introduced in B.M.S. 2014-15 & other Departments 2018-19. Teaching Learning with hands on experience with field visits was enhanced while creating Short Films and Documentaries since 2017-2018.
5. **Evaluation System:** ICT based evaluations was introduced since 2017-2018. Online assessment and submission through Moodle have been activated in 2018-2019 It has enhanced the student's ability to work from home and connect to faculties in an easy manner. **NEST software** for exam results was introduced in March 2017.
6. **Mentor-Mentee System** which was informal was formalised with one to one contact in 2018-19. Number of activities by **Counselling Department** to improve mental health has been increasing. The initiatives to help students with the day to day pressures that a student faces during the course of three years has yielded results with student performing well in academics and at a personal level.
7. **Feedback System:** Feedback system has been structured with better coverage. Entry level expectations and view point on curriculum content & mid-term correction introduced from 2018-19. The academic feedbacks from all stakeholders was shared with the BOS of Department of Mass Media while the curriculum was being revised for CBCS in 2018-2019 and contemporary

concepts were incorporated

8. **Intake capacity:** The College gets University sanction for additional seats every year and the ever-increasing demand ratio is met by admission enrolment every year that is more than 96 %. In the year 2018-19, total number of students on roll has been 730.
9. **Academic results:** Pass percentage of outgoing students has been increasing above 90 % with consistent 100 % results in HS department.
10. **Faculty quality:** one teacher got PhD degree in 2018 and number of FDP organised by the institution has been on the upsurge. Faculties are also availing opportunities for academic growth by presenting research papers. Faculties have been motivated to complete their Ph.D. and 03 teachers are already in the process of completing their Ph.D.
11. **Contribution to University :** Faculties have been encouraged to participate in the **University decision making bodies**. Three faculties from the college are involved in the **Board of Studies** sharing their knowledge and resources in enhancing the quality of syllabus, examination system and other areas. University introduced online Marking System in 2015-16 and the number of teachers participating in University assessment programmes and answer books assessed have increased over the years. Faculties are sent for FDP's to enhance the Best teaching practices.
12. **Bridge Course and remedial coaching: IQAC** and the Departments of the College scrutinize the socio-economic, curricular and extracurricular aspects of each student during and after the admission process. and induction programmes and orientation courses are conducted since inception. Additionally, bridge and remedial courses were introduced in 2015-16.
13. **Social outreach :** No of extension activities increased year after year (261)
14. **Film Club** was launched in Jan 2019.
15. **Sports :** Initiatives to encourage sports beyond Football which is one of the highlighted and recognised sports programmes in the campus has been improved with appointment of Sports Director, football instructors and coaches. This has led to our students reaching national and International level in Football.
16. **Governance :** IQAC & CDC were formed in June 2017. Policy on prevention of Substance abuse was introduced from 2015-16. Perspective plan was approved in 2018-19. Code of Ethics in research was drawn in 2018-19. Performance Appraisal System has been revised with SOP in 2018-19.
17. MOU has been signed with various institutions with different objectives for academic enhancement in 2018-19 and an Infrastructural tie up started in 2015-16. Consultancy to offer cookery programmes was introduced in 2014-15 and 2016-17. As a part of academic MOU, two teachers participating in National Executive level programme in 2018-2019.
18. Academic Audits were conducted during 2016-2019 and Exam Audit was initiated from 2017-18.

In all, the institution has been on its take off stage during the assessment period.

File Description	Document
Any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 12

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

2018-19	2017-18	2016-17	2015-16	2014-15
04	02	01	03	02

File Description	Document
Report of the event	View Document
List of gender equity promotion programs organized by the institution	View Document
Any additional information	View Document

7.1.2

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

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

Response:

Don Bosco College is an active advocate of gender equity initiatives with multiple activities related to gender sensitivity conducted on the campus. the following are the ways and means in which the college shows gender sensitivity in providing facilities to girls:

Equal opportunity is given to both male and female faculties to attend / conduct workshop/events, FDPs and to apply for research grants etc.

The Institution has a dedicated **Women's Development Cell (WDC)** in the college which works steadfastly for creating gender sensitization. It organizes workshops and sensitization programmes both for staff and students, addressing issues concerning safety and security of women, gender equality and sexual harassment by eminent psychologists and social workers. Further the counselling Cell conducts sessions on gender sensitiveness/women empowerment to all classes.

There is a proactive **Students Grievance Redressal Committee** in place to address problems of Sexual Harassment and Violence against Women at Workplace in the college. Each year, the Departments organize several programmes/workshops/seminars/special lecture(s), etc. to promote the cause of gender equity.

Safety and security of the students, especially girls, have been of top priority for the Institution's administration. Don Bosco College has installed **CCTV cameras** on campus at all vital locations: the Entrance, Library, Workshops, Laboratories, classrooms, Principal's Office, Parking, all corridors and Computer Centre to monitor the safety and security of the girl students.

Emergency contact numbers and toll free help line numbers are displayed in the campus. Security guards are alert round the clock. The campus has a strict **Security Surveillance** at entrance for all persons & vehicles. Students and staff wear Identity card at all times and outsiders are checked by security staff before allotting visitor IDs. Female faculty members ensure that all girl students leave the campus after events. Female faculty and girl students are regularly counselled on safety and security.

All corridors and laboratories are equipped with fire extinguishers and demarcated Fire rescue paths in case of emergency.

Training in self-defense is imparted to the students and faculty and numerous **Girls Health Program and Safety Awareness Programs** are conducted in collaboration with NGOs and Local Police Station.

The **Counselling** Department of Don Bosco Centre for Learning campus has **two professional female counsellors** who are successfully conducting gender development programs every year in each department to facilitate **Academic, Emotional, Social and cognitive development of the students** thereby empowering them in their overall development. In addition to Group activities, special programmes regarding **women safety and health issues** are also organized by them. The contact numbers Counsellors are displayed prominently in all floor for girls to meet them confidentially. They provide individual counselling to students when the need arises, through periodic interactions. A team of faculty is available for mentoring students with depression, psychological problems and even gender-related issues apart from regular academic counselling. Grievances/Suggestion box and online grievance provision are made available to share their grievances in a confidential way.

i) Academic Counselling: The faculty in all the departments monitor the academic progress throughout the year. **Formal and informal interactions**, Unit tests and open-book tests help to identify their strengths and weaknesses and accordingly guidance is provided. **Slow learners** are provided with notes and individual help to cope with pressures.

ii) Mentor – Mentee concept is a practice where each faculty handles approximately 35 students, looking after their personal, academic and psychological well-being. It provides a platform for interactions and compatibility among the teachers and the students. The faculty interacts and addresses problems of each mentee by providing necessary guidance and assistance. Parent-Teacher Meetings are periodically arranged to understand and analyze their problems and provide solutions.

Common Room: The Institution has established a separate room (exclusively for girls) to take rest, if required and it is produced with other facilities required for women like mirror, first Aid Kits etc. Apart from the regular facilities in common rooms, a well-ventilated **changing room for girls** is in the 2nd floor. Hospitality studies students are provided with uniforms and a provision is made for dress change. **Girls**

Locker room has the following furniture and fixtures : Switchboard, Windows, Curtains with Curtain Rods, 2 Fans, 4 Lights, 4 sofa chair, 2 mirror, partition, 1 shoe rack, 72 lockers, and 1 Dustbin. Ladies change room has one sanitary napkin incinerator machine too.

The performance of more women in decision making authorities itself portrays the empowering ambience at college.

Women in Administrative Positions (Leadership):

1.Principal 2. HODs of all Department 3 IQAC – Coordinator

Gender Ratio of Faculty Members in academic year 2018-19 is 4: 11 (Men : women)

File Description	Document
Any additional information	View Document

7.1.3 Alternate Energy initiatives such as:

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

Response: 17.83

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

Response: 54432

7.1.3.2 Total annual power requirement (in KWH)

Response: 305340

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 14.29

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

Response: 10752

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 75240

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

7.1.5 Waste Management steps including:

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

Response:

The institution strives to minimise the waste generation on campus by recycling and reusing wherever possible. The college is situated in the centre of Mumbai suburban District and clear instructions / norms are devised by Brihan Mumbai Municipal Corporation for waste disposal. Further, the vast campus has devised internal mechanism for waste management. The various initiatives taken for waste management are as follows

Solid Waste:

- Hospitality Department has made concrete arrangements as per Municipal norms for segregation of wastes into dry and wet for better solid waste management. Solid-waste management is considered as the process of collecting, treating, and disposing of solid material that is discarded because it has served its purpose or is no longer useful. The sources of solid waste in Don Bosco includes institutional activities. Since the waste is non hazardous it requires collection and transport to a processing or disposal site or municipal solid waste (MSW). Refuse includes garbage and rubbish. Garbage is mostly decomposable food waste; rubbish is mostly dry material such as glass, paper, cloth, or wood. Trash is rubbish that includes bulky items such as old refrigerators, utensils and equipments. Trash requires special collection and handling. During practicals waste is collected as garbage and rubbish. There are 3 colour bins that are kept in every kitchen: Red-Recyclable Blue-wet Green-Dry Wet –Refers to all items that like food items, soiled food wrappers, hygiene products, yardwaste, tissues and paper towels, as well as any other soiled item that would contaminate the recyclables Dry -Refers to all items that are not considered wet/soiled items. This includes both recyclable and non-recyclable materials. Dry waste includes items such as bottles, cans, clothing, plastic, wood, glass, metals and paper.
- Part of the wet waste mainly comprising of waste from the canteen is fed into the Biogas plant installed in the campus. The excess amount along with the garden waste and slurry of the Biogas plant are put into the compost pit (size 2 cubic meter) to convert the waste into nutrient-rich, organic fertilizer. This is then used as manure for gardening. The collection of dry waste is done by an agency for DBCL campus. The waste generated is being stored on the premises and the vehicle will be called for once a sufficient quantity has been collected. Answer sheet are shredded and sold

to licensed agencies as per University norms.

Liquid waste: The main liquid waste is residual cooking oil after practice sessions. The oil is cooled, filtered and then properly disposed off for sewerage treatment in the large underground Municipal drain.

E-waste: The campus has a well-conceived E-waste management policy and the support of Server Room is obtained in disposing the e-waste. Electronic and computer accessories which are declared as obsolete are sold at salvage value for recycling to vendors who provide the e-waste management certificate with MPCB (Maharashtra Pollution Control Board) binding. Computer systems that are in working condition but cannot be used due to constant updating of hardware, are donated to the economically backward student/ staff of the institute or other Don Bosco Institutions in the province.

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

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Rainwater-harvesting facility has been implemented in the campus which results in fully utilizing available water from rains throughout the year by raising the groundwater table and has saved a significant amount of water expenses. The college aims to be in a sustainable campus and strives to implement as many sustainable measures as feasible. The campus is situated in a **low-lying area** which is prone to flooding during monsoon and during high tide, water from the **inundated locality** too flows into the campus. Hence rainwater harvesting has been done in a different mode.

The **landscaping of campus** is such that the vast playground absorbs maximum rain water during seasons. The structure of pavement roads has an inclined slope towards football ground so that runoff water collected on the roads is drained and conveyed to the vast open ground. Also, rainwater is collected through channels from the rooftop of buildings and is channelized through the pathways into the playground located inside the campus.

The topography of the campus has football ground at lower level and basketball court situated on a **permeable rock** at a higher level. Hence rainwater automatically penetrates into the ground and ground water comes on surface at the lower level playground. Ground water on surface is channelized to collect spring water from a **stream that runs across the campus** and stored for reuse or recharge in a **underground tank** having storage capacity of 1,50,000 litres and provisions for inflow (bringing water from the catchment) and outflow through motor pump. As the campus is in a low-lying area, water is collected throughout the year in the tank with comparatively lower level during 3 months of summer alone; it is an **inexpensive and easy-to-maintain source of water** since the tank gets a free and relatively clean water supply from the ground throughout the year. The water from the tank is utilized for watering the greenery in the campus as well as for cleaning / washing/ flushing purposes and is connected to firefighting

mechanism. Because of absence of chlorine, this water is an ideal source of watering landscape gardens and plants in the campus.

Thus, rainwater harvesting in campus allows **maximum absorption** of rain water, controlling of water supply and achieving self-sufficiency and water conservation..

File Description	Document
Link for Additional Information	View Document

7.1.7 Green Practices

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

Response:

Green Campus: The college has a lush green campus with 180 trees and plants which are regularly maintained by a dedicated team. Manure is provided to the plant from the organic manure produced in the compost pit in the campus. The lush green ground and garden in the centre of campus is an added attraction for students.

Renewable Energy:

- The campus has a Solar PV power plant and annual production of 100 kW Grid Tie Solar PV power plant is approximately 125,425 kWh (1,450 kWh/kWp) because of which about 87.8 tons of CO₂ emission is annually avoided.
- A 1000 litre **biogas plant** is installed in the campus to manage wet waste. Institution has installed CFO /LED bulbs in many places for conservation of energy.
- Hospitality Department has made concrete arrangements for segregation of wastes into dry and wet for better solid waste management.

Responsibility and commitment towards environment through environment friendly Curricula, Co-curricular and extracurricular activities: Courses offered in the programmes of the college are embedded with modules on environment and sustainability. In addition, the college has put in great effort through Extension programmes to bring about awareness about sustainable development and has encouraged students and staff to take up programmes in and out of the campus for the same. The NSS unit arranges awareness programmes to inculcate responsibility and commitment towards the environment.

Public transport : The college is one km away from Vidyavihar railway station in Central line and within one and a half kilometres from Tilak Nahar railway station in Harbour line of Mumbai suburban Railway System. It is accessible from all parts of Mumbai by road and rail due to its central location and most

students use public transport system of Mumbai to reach college every day. It is a common practice for staff and students of campus to commute by share auto rickshaws which minimise to a large extent carbon footprint.

Pedestrian friendly roads: The proximity of campus encourages students to reach nearby public transport system by walk and the municipal corporation has constructed pavement pathways for the same. Particularly long queues for share auto rickshaws make students to walk to the campus.

Plastic free campus: DBC uses paper/jute bags to provide welcome kits to the participants and the visitors during college events. The NSS unit of the College promotes the sale of cloth bags at low prices during events held in campus.

Paperless Office: Office activities have been made paperless through LAN portal. Attendance monitoring, salary slip, teaching plan, daily log, time table, IT support, sharing of study material and teaching notes and some of the assignment submissions and tests are also conducted on Moodle available on the LAN portal. All kinds of circulars, notices and minutes of the meetings are maintained through the e-mail service provided. All internal and external communication in the college is therefore, done through the official e-mail service.

The University too has initiated **paperless process** on a chargeable basis enabling college office to save time energy and money.

File Description	Document
Link for Additional Information	View Document

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

Response: 0.22

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

2018-19	2017-18	2016-17	2015-16	2014-15
0.01	1.87	00	00	00

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	View Document
Any additional information	View Document

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

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

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document
link to photos and videos of facilities for Divyangjan	View Document

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

Response: 5

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	1	1

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document
Any additional information	View Document

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Report of the event	View Document

7.1.12

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

Response: Yes

File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

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

Response: Yes

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

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

Response: No

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

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

Response: Yes

File Description	Document
Any additional information	View Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

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

Response: Yes

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

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

Response: 23

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

2018-19	2017-18	2016-17	2015-16	2014-15
5	3	4	5	6

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

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

Response:

With an aim to integrate cultural integrity and making the students aware of the rich cultural Heritage of India, various festivals are celebrated across the campus such as Onam, Khadi Day, Traditional Day, Culture Day, Guru Purnima, Diwali, Christmas etc. Sit-Down Lunch Days to identify with variety of regional cuisines from our rich & diverse Nation are often held by the department of USHO. PotPouri is an annual event of the department of UBMM where the students present the culture of a region through traditional art(music & dance) shows and food stalls.

DBCL Celebrates important days such as Independence Day, Republic day with patriotic fervour to make the dream of a new tomorrow comes true. Various activities are held to educate the young mind about constitution, its frame work, fundamental right and service to nation.

National Yoga Day is celebrated where all students are encouraged to participate and take the benefits of a healthy lifestyle, while a week long training in yoga practices comprises the Yoga Week of DBCL.

Cleanliness Drives are conducted within Campus and in Community to Celebrate Swatch Bharat Diwas.

International Women's Day is celebrated to highlight the achievements of women. The day also marks a call to action for accelerating gender parity.

The college also celebrates birth and death anniversaries of revered Indian personalities for making the students aware of the Indian historical past and their contribution in the national development.

Teachers Day is celebrated to mark birth anniversary of Dr Sarvepalli Radhakrishnan.

Gandhi Jayanti is celebrated every year with activities ranging from Bhajan-Sandhya to movie screening.

Every year immediately after flag hoisting Ceremony, Students celebrate national days of independent with patriotic songs, skit on national issues etc.

File Description	Document
Any additional information	View Document

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

auxiliary functions**Response:**

The institution is working as per the Acts, statutes and ordinances of University of Mumbai, and the directives from Government of Maharashtra. The institute displays all relevant information regarding academics, administration, research, student support services etc on the official website. The following efforts are made and processes are in place to ensure complete transparency in all its activities:

ADMINISTRATION: Don Bosco Philosophy (including Quality policy, vision mission statements and Core Value framework) and **Don Bosco Way** are displayed on prominent places and in the website; the same is conveyed to all stakeholders during orientation programmes. The basic information of the college as per RTI Act norms are uploaded on the website. **Annual statistical information of the college** is submitted to MHRD (AISHE), Government of Maharashtra (MIS) and to University Statistical Unit (student on roll). The document contains all relevant details of faculty, students enrolment, academic results, support facilities, infrastructure and annual performance of the institution. All compliance data is submitted annually to the University and Local Inquiry Committee visits are arranged by University for continuation of affiliation. Statutory committees are formed to monitor grievance redressal, internal complaints, sexual harassment, ragging and other such incidents. Students are admitted to the programme strictly as per the **admission norms** of the State. The College management has an **open-door policy** and welcomes suggestions from staff and students through various mechanisms. **Key Result Areas of employees** are annexed to the **appointment letters** while joining the institution and **Performance Appraisal System** is transparent and informed to concerned stakeholders. Analysis report of **Feedback** from all stakeholders -at different points viz. entry, midterm, exit points and from industry and alumni- are displayed on website. Institutional Polices and Code of Conduct are uploaded on website.

ACADEMIC: Academic calendar is displayed on website and is ardently followed. **Statutory and functional Committees** formed for the academic year are displayed on notice board with clear cut assignment of authority. Learning materials, teachers' class room presentation and digital resources for learning are uploaded and tests and assignments are conducted on **Learning Management System**. The examination audit system ensures that the evaluation mechanism is robust and transparent. **Student feedback** is taken for teaching, infrastructure, college policies, facilities, etc for improvement. Student attendance is displayed on Notice Board in first week of every month and regularly informed in **Parent Teacher Meets**. Gazette of exam results are placed on Notice Board.

FINANCIAL: Separate accounts are maintained for each department . Each year a budget is submitted for approval. All expenses are accounted for and the statement of income and expenditure is audited each year. All salaries are directly credited to the bank account of the employees. Periodic financial auditing is (Internal and yearend) conducted within stipulated time period and no glaring irregularities are found in auditors report of financial statements.

EXTENSION ACTIVITIES: SOPs have to be submitted to the Executive Director by students /staff-in-charge before arranging any event and budget sanction, event content, List of participation etc to be approved prior inorder to get desired results.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

Best Practice 1

Title of the practice: “Mentoring and Counseling Program”

As college students through the transition phase entering into adulthood, they go through a lot of emotional & social changes. As educators, we seek to help students develop skills and dispositions such as resilience, perseverance, and determination to ensure that they can solve problems and work through challenges as well as take ownership of their learning and decisions.

The Mentoring Program of our college is aimed at giving valuable support to students at critical moments in the student life. Mentors are responsible for grooming for a better trained & engaged student. The mentor stands back and encourages the progress made by the student in his/her journey towards maturity.

The Faculty strongly supports and encourages the mentoring mission; which includes:

- The Head of Dept. serves as an administrative mentor.
- Faculty lectures serve as programme mentors.
- Procedures to identify and address problems in the developing stages of the learning of students.
- A system for documentation established and maintained on a timely basis.

Objectives of the practice

The Faculty of Don Bosco College is committed to the Holistic Development of every individual. The purpose of Mentor Mentee System is basically to attain the goals and aims to assist student in maximally developing their learning environment.

Mentioned below are the objectives of the “Mentoring and Counseling Program”

- To make the students understand his/her aspiration and attitude.
- To develop a support system for academic progress as well as mental well-being.
- To help the students to identify goals and establish a sense of direction.
- To follow up on academics and other competencies.
- To develop strategies for dealing with both personal & academic issues.
- To gain valuable insight into the next stage of university career.
- To develop relationships with students.

- To help students grow and develop as professionals.
- To create a culture that fosters creativity and innovative thinking.
- To help them utilise their full potential towards goal setting.

- To hand-hold in critical & sensitive situations.

Context

Implementing Mentor-Mentee system creates positive culture benefiting the organization, its mentors and mentees but implementing a program like this is challenging. Fortunately, the college has tried to provide solutions for the same.

- **Motivating-Mentors-Workload** stresses and demotivates mentors. They aren't able to provide their 100%. College has taken initiatives to train & motivate them and keep periodic check on their functioning.
- **Goal-Setting:** Mentees aren't always aware about what they want from their mentoring relationship. Thus emphasizing setting realistic goals right at the beginning through continuous training and encouraging open communication. Mentees are encouraged to set 'SMART' goals as it keeps the mentee accountable for goal achievement.
- **Open-Feedback-** A major challenge. Mentees may be worried about making a good impression or being completely open. However, it was addressed by providing guidance on how they can remain confident while working with their mentor.
- **Tracking Outcomes:** Tracking objectives and reporting the outcomes is challenging too. Mentors ask for timely reports and compare outcomes to objectives, showing the worth and also possibly highlighting places for improvement in your program.

The practice

Mentor meet: Experience of mentors from previous

Once the mentor has been appointed, the programme begins with the mentees and mentors meeting. At these occasions, there was discussion about the expectations of the mentor goals and expectations that get clarified and the mentees submit a written personal presentation. At the point of departure, the mentee and mentor were to meet for personal conversations once per month. Together, they had to decide upon the matter to be discussed in next meeting.

During the implementation phase, three follow-up discussions with mentees and mentors are arranged. Setting goals and how to reach these goals, constituted topics for discussion with the mentees are planned. In the mentor group, the discussions concerned with the mentors' experiences of the conversations with the mentees, the role of the mentors and possible developments of this role are discussed.

The three comprehensive learning objectives of the programme are as follows:

- To deepen understanding for the relation between theoretical knowledge and practical application.
- To create common meeting places for students & teachers.
- To strengthen the students' professional identity.

Besides comprehensive learning objectives, the programme syllabus and the course syllabus specify the general skills and competences that the student will practise throughout the entire programme and that will be assessed through formative assessment.

The general skills and competences stated in the programme syllabus are as follows:

- To seek, collect, assess and critically interpret relevant information in a problem and critically discuss phenomena, issues and situations.
- To independently identify, formulate and solve problems and carry out tasks within given time limitations.
- To present and discuss information, problems and solutions in dialogue as well as correspondence with different groups.

The **Outcome** of the programme will be:

- The student will improve attendance and academic performance.
- The student should be able to achieve increased engagement and deeper level of learning with timely help.
- The student will be able to develop his/her communication, study and personal skills.
- The student will learn strategies to overcome setbacks and outcomes.

Evidence of success

Mentoring programs have demonstrated positive outcomes in most of the students. For example, mentees have reported a high level of satisfaction and belongingness towards Holistic development.

Some students whose testimonies are as follows:

- The leadership skills of Johanan Bailey & Illona Fernandes were identified by their mentors & they were motivated to carry on enhancing their skills in event management by giving them the opportunity to organize events.
- Raphael Colaco, Reuben Canday & Kristen Soares were bright kids but lacked seriousness. Mentoring helped them get on track and they joined the student council committee & NSS Committee respectively.
- Richa Raphael & Tanvi Shinde possess kinesthetic skills, college provided them a platform for performing & they have participated in many inter-college events television shows & won quite a few too.
- Melville Menezes through motivation participated in the inter-college Presentation competition and won the first place.
- Aaron Rodrigues and Aaron Timms both were diagnosed with writing dyslexia. Their parents were informed and both were provided with writers for end term examinations because of which they scored well.
- Abel Matthew, Jai Chougule & Sanket Otakur were emotionally disturbed due to family issues. Mentoring & Counselling helped them recover and regain their confidence. They have also testified saying they feel connected and more confident.
- Arman, Cybelle, Yashvi, Iram, Justin, Rossetta, Steve, Genesia and some more had lost a year due to lack of seriousness in studies resulting in lack of minimum attendance required. This led to demotivation further causing lack of belongingness. Mentors motivated them, boost their morale

and now they have been able to connect with their new class mates and contribute generously in the class.

Problems encountered and the resources required

- Time: Time has always been a constraint, especially programs like these, require a lot of quality time. However, mentors make sure they meet their mentees once a month to track the progress of their mentees.
- Genuine Sharing: Not all mentees feel secure initially to share their feelings & thoughts. Some are shy, introverts & also not willing to open up freely. It takes lots of efforts to gain their confidence and provide insights.
- Expertise: Caring and mentoring comes out of years of experience. Even though training to mentors is provided the expertise comes only out of experience.

Best practice 2

Title of the practice: Student Empowerment Structure at Don Bosco College

Student empowerment is an attitudinal, structural and cultural activity. It's the process and outcome where students gain the ability, authority and agency to make decisions and implement changes in their lives, work place & surroundings.

There is a structured way in which empowerment happens at Don Bosco College along with many potential outcomes, all of which feature learning, teaching and leadership.

Objectives of the practice

The Faculty at Don Bosco College are committed towards the Holistic Development of every student. One of the best ways to achieve this is to empower them. The fruits of empowerment are not only enjoyed by students alone but also the society at large.

Following are the objectives of empowerment as one of our best practices:

- To encourage students to be self-reliant & become future entrepreneurs
- To offer additional courses for lives & livelihood
- To identify capabilities at grass root level
- To arrange events for career readiness
- To sow the seeds of entrepreneurship

Context

Don Bosco College goes beyond University curriculum by introducing Entrepreneurship. It brings together the ability to identify motivation to realize these opportunities along with a paradigm shift in the education system, in the way students explore & learn and in the manner teachers facilitate and guide these exploratory processes. This process enables skills and knowledge to partner with a determination and confidence which are essential in the competitive business world. Entrepreneurship inclusive curriculum

inspires students through various entrepreneurial stories, case studies and many mindfulness activities and approaches. It focuses on imparting the personality and character traits of successful entrepreneurs other than the business aspects of entrepreneurship. It enables students to dream big and pursue actual entrepreneurial initiatives. We try to motivate the youth of our nation learn entrepreneurship and become job givers rather than job seekers.

The practice

Formal Entrepreneurship Development Cell –EDC by Don Bosco College – BMS, empowers for personality development & Entrepreneurship based activities. Entrepreneurial Development Cell develops the mechanism to create entrepreneurial culture & foster growth **of innovation and entrepreneurship amongst students.**

The objective of promoting entrepreneurship among the youth is to nurture a passion for self-employment. This will open gates for creation of new knowledge-based innovative hi-tech ventures, industries and new breed of techno-preneurs and more avenues of employment opportunities thus turning job seekers into job creators and in the process, leading the nation towards industrial excellence and self-reliance. The Entrepreneurship Development Cell of this college aims at achieving these objectives.

The education system highlights the importance of entrepreneurship and prepare the students to get oriented towards setting up of enterprises which will provide them creativity, freedom and ability to generate wealth.

The objective of this cell is to develop spirit of Entrepreneurship among the students. Some activities of this cell include:

- Creating Awareness Programmes,
- Educating about the ways for achieving financial support for Start-ups,
- Inviting successful entrepreneurs & successful alumini,
- Responding effectively to the emerging challenges and opportunities
- Conducting programs in Entrepreneurship enabling skills.
- Providing need-based consultancy services to industries.
- Mentoring Students through a formal system by maintain “mentor-mentee” log book - to identify entrepreneurship ability, innovation & creativity. The process is briefly explained as follows:
 - Mentor-meet: for training the mentors.
 - Boot camp: mentor meeting mentees.

Add on Courses for livelihood by Don Bosco College, Hospitality, known as School of Empowerment enhances public speaking skills, etiquette, diction coaching, 3D printing techniques to prepare brochure in hospitality industry therefore empowering students to be ready for real life competition.

Entrepreneurship focused events by Don Bosco College, BMM empowers Creative minds through “Information & Communications Technology” enabled activities & sessions on voice modulation.

Holistic development through empowerment does not only apply to students, but to staff members as well. At Don Bosco College teachers are empowered with the right to participate and to exercise professional judgment about what and how to teach. To follow these, administrators have been active in providing experiences for all teachers to grow as leaders.

In today's economy and with limited funds available to provide teachers with professional development, administrators must be creative and open to numerous options for individual and organizational growth. This growth is enhanced by empowered teachers, who are committed to the overall success of the institute's mission, have increased productivity in and out of the classroom, and an increase in the teachers disposition.

Teaching learning plans according to Bloom's Taxonomy aimed at helping educators identify the intellectual level at which individual students are capable of working. To ask more detailed questions as well as create instructions that aim at improving critical thinking.

At Don Bosco College it is imperative for teachers to engage students; encourage discussion; stimulate higher cognitive thinking as well as evaluate the learning progress of the students. This makes the Bloom's taxonomy a very powerful tool in the teaching profession. Higher cognitive thinking tends to further invite the understanding of other related contents such as problem solving, making of judgment's, evaluation as well as reflection. It helps encourage students to make their own decisions in the classroom as well as helps promote a life skill.

Workshop on Conflict Management enhanced teacher's inter-personal as well as intra-personal skills. Very often as teachers we are so engrossed in filling the cup of our students that we forget we have to fill our own too. Conflicts arise constantly with one-self, colleagues, students, etc. This session helped in reflecting on one-self and our actions in order to maintain peace in and around us. Group sharing was as enlightening experience where teachers shared how they manage their day to day activities. This helped Teachers mature in their approach as mentors.

Evidence of success

The following students stand as testimonies for effective entrepreneurial empowerment imbibed in them by Don Bosco College.

- Varun Shetty -freelancing Photographer
- Flavia Gomes -freelancing Adventure sport person
- Raiden D'Souza -freelancing Event Management
- Raphael Colaco -freelancing Event Management
- Reema Rodrigues -freelancing blogger.(books and fashion)
- Jonathan Fernandes -freelancing Football Coach
- Jude Soares -freelancing Football Coach
- Abigail Rebello -freelancing Clown
- Anisha Pinto - freelancing Clown
- Lynda Noronha - freelancing Clown

Problems encountered and the resources required

Time has always been a constraint. It not only includes the amount of time required for completing the task but also the amount of time required for obtaining supplies.

Financial constraint has been an issue too when it comes to arranging entrepreneurial education for empowerment in a large manner.

Since we are into tertiary education, the practical implementation is a long term process. Students have to go a long way in order to put their skills in practice and reap its benefits & the fruits of entrepreneurship from the seeds sown by Don Bosco College. We imbibe the qualities and skills for entrepreneurship between the age group of 17yrs to 20yrs, however success in life comes much later.

7.3 Institutional Distinctiveness

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

Response:

DISTINCTIVENESS OF DON BOSCO COLLEGE : DON BOSCO WAY

The manner of educating at Don Bosco College draws from a rich tradition of educational practices by St. John Bosco and adopted in all Don Bosco's educational institutions worldwide. The **heart of this education system** is the **Preventive System** that places the **student at the centre of all efforts for his/her self-actualization and social participation** in an ever evolving world. The presence of the educator creates **an environment that facilitates learning, teaches new skills, inculcates human and social values**, so that the individual becomes a **contributing member of society**.

Don Bosco's **harmonious blend of preventive and expressive methods** of education is unique. They foster **inclusiveness** by offering students fair opportunity for advancement in academics, sports and other extension activities. This is achieved by creating a climate of acceptance, solidarity in achieving goals and due recognition of success. Inculcating self-awareness and positive feedback to identify the negative factors that demean and reduce one's potential, the student is assisted to overcome drawbacks and improve. Expression is what gives wings to a young person. The **Don Bosco Way provides students a platform to give full expression of themselves and their talents**. In a **supportive environment** that challenges to excel, with expertise to guide and an **ever appreciative audience**, the individual feels elated to give of his/her very best.

Blessed with carefree spirit, hunger for joy and urge to create happiness, the young is at his/her best in a **happy environment**. The Don Bosco Way capitalizes on this and offers **freedom to initiate, co-create and share** attempting to **situate learning in a happy environment** for better retention and deeper understanding. This emboldens the learner to question, think out of box and build on existing knowledge thus unleashing the creative spirit.

The playground, besides being the stress-buster, becomes the active school to mould character, teach self-control, and develop teamwork. Leadership camp at "Don Bosco Yuva Sanstha" Karjat, right in the first year at College helps students bond. Participating and taking lead in the planned activities on the playground provides the opportunity to organize, take leadership and display prowess becomes a great confidence booster. This leads to a higher sense of responsibility and better communication.

Students go through difficult phases in life. Here, **teacher is looked upon as a friend**. They accompany the learner not just through academic career but also willingly offer a listening ear to emotional burden that weighs them down. The Educator is a Mentor, through the listening and discerning he/she offers.

Professional Counsellors are at hand to get the young back on their feet.

Students often through thoughtlessness rather than malice may go astray requiring corrective intervention. Here is where reason is used to bring home the consequences of wrong behaviour and how hurt is inflicted on oneself and those around. In this way punishment is the last resort but patience, a loving and caring attitude is the parental approach that nearly always wins over the wayward young person. **Educator's appreciation, peers encouragement and support** often bring about change for the better.

For this the educator is present on the playground to cheer the winners and remind the losers that there is always a next time; in the auditorium to appreciate and applaud performances; at social and special events to celebrate with the young persons. This builds a rapport and trust between student and teacher. The underlying message is **my teacher considers my abilities and performances outside the classroom important**. Thus when looked through the prism of the Don Bosco Way, the educator's presence is seen to play a much broader role than merely teaching and assessing a class of students. The rapport helps the student to approach the educator for assistance in any dimension of his/her life.

Enlightening students and making them aware and empathize to the sufferings of the poor, orphans, marginalized & underprivileged of the society, **social outreach programs** are held. Students reach out to them by **voluntarily** conducting events like Diwali Mela & Christmas Donation Drive, during festive occasions trying to spread and share happiness. **Customized and personalized gifts** to the underprivileged kids brought smiles of true joy on the face of the giver than the receiver. On completion students expressed their gratitude to the college by stating "I have learnt how to make others happy", "I have now known that sacrifice gives true joy", "you don't have to be rich to be happy", etc....

Organizing events is one of the most effective ways of building relationships. **Capacity building** events such as Inno-vest, Investemento, White Collar affairs, Spectrum, Pot-Pouri, etc. helps teachers & students connect, engage and bond further contributing towards **holistic development** which leads to **self-empowerment for personal development**.

Peer learning is the best form of learning. Students are motivated to showcase their talents, **encouraged to share and inspire** their peers. Band-A-dicted, a workshop for music lovers, solely organized by students to enhance peer's musical skills consists of sessions on teaching Guitar & keyboard lessons along with Bharatnatyam lessons for those who possess kinaesthetic abilities. Students put up bharatnatyam performance on Christmas Carols which was quite unique, innovative and highly appreciated by all. This boost the morale of the students, thus encouraging holistic development

Student-centered learning is the key factors of a memorable educational journey. Teachers always look for ways to tap into a student's impulse and learn according to students interests. Teachers apply student-centered learning, emphasizing on experience and hands-on learning. Some of them are "Inquiry-based learning", Case-based instruction, Problem-based learning, Project-based learning, "Discovery learning, "Just-in-time teaching".

Fun Filled experiential learning has positive effect on motivation levels, determining learning and retention. Activities such as field visits, research, real life examples, new idea generation, etc. is fun to experience & learners stay curious and keep coming back for more.

File Description	Document
Any additional information	View Document

NAAC

5. CONCLUSION

Additional Information :

- The **Don Bosco Centre for Learning** Campus is situated in a densely populated suburban locality of Mumbai at Kurla West which displays an urban blend of residential colonies, big and small, industrial estates, commercial enclaves and slums, with massive encroachments.
- By comprehending the social climate of the locality, Don Bosco campus caters to the necessity of uplifting the lives and livelihood by providing a window of opportunity for marginalised population. Imbibing this missionary zeal of its parent organization to its heart, the college spearheads the historic mission forward with **uncompromising professional integrity and unrelenting commitment** to the cause of empowering generations through **quality based, equity oriented** higher education which is corroborated by its affirmative gesture in all its activities.
- The socially inclined activities at the campus through ‘**Centre for Social Change**’ and ‘**Centre for Empowerment**’ mould our students to care for the society. The campus has been recognised internationally as well as locally and had been assigned social upliftment projects by **UNICEF and BMC** (Brihan Mumbai Municipal Corporation) for empowering marginalised society; departments and students of our college give a hand with happiness and societal involvement in such projects.
- The College has left an indelible mark in the academic map of the locality for its excellence, innovation, integrity with increased stress on self-help and socio-economic upliftment.
- The college has a well defined process for **student mentoring** to ensure that special needs of students in terms of **health, any kind of addiction, learning disabilities, lack of motivation, etc.** are identified and addressed as far as possible.
- T-L-P is carried out **extensively with the help of ICT**. All learning material is uploaded on MOODLE, an open source learning management software.
- **Open Source software** is largely used for academic and administrative needs.
- The graduates from Don Bosco College are appreciated for their **care for the fellow being** and for the commitment towards **sustained social responsibility**.

Concluding Remarks :

The Don Bosco brand is recognized globally. The quality process we set in over a decade has enabled us to produce well informed, creative, globally competitive, physically agile and emotionally balanced humane citizens capable of contributing positively to society.

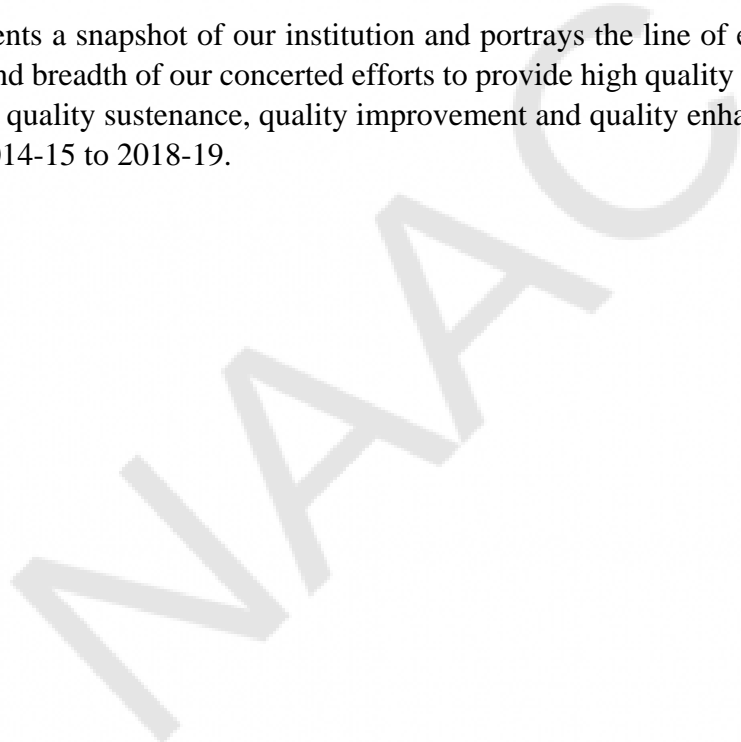
The college initiated the quality process of forming IQAC and placing the college in the national map by getting accredited from 2016. Since then, activities have been enhanced beyond curriculum; restructured curricula opened up new vistas of knowledge; a number of Certificate Courses have been introduced to prepare students to the job market; earnest steps have been envisaged to make ICT enabled T-L-P participatory and interesting; an array of student centric activities were started; student support mechanism was widened; training and welfare schemes for staff have been enhanced; genuine attempts have been made towards quality

sustenance and to create an ambience responsive to stakeholders' expectation.

We feel proud that we have placed our leading footprints while marching ahead towards quality enhancement. We are recognized as a fast growing institution having great potential to grow further. The path we traversed so far shows us a clear vision regarding the road ahead. We are conscious that in an ever changing globalised world, the onward journey is long and arduous. As we march forward, we pledge that we will strive hard to retain Don Bosco College as an ideal learning centre as it has always been since its inception.

While applying for accreditation, we look back and introspect honestly about the sincere efforts for preparing ourselves and realize that the whole process of accreditation is always a soul satisfying and enriching exercise. we are very glad to realize the progress in our status.

This Self Study report presents a snapshot of our institution and portrays the line of expansion in the last five years. It records the depth and breadth of our concerted efforts to provide high quality programs and services. It is our pleasure to record the quality sustenance, quality improvement and quality enhancement measures at the college during the period 2014-15 to 2018-19.



6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Number of certificate/diploma program introduced during the last five years</p> <p>1.1.2.1. Number of certificate/diploma programs introduced year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>05</td> <td>03</td> <td>01</td> <td>05</td> <td>01</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>00</td> <td>00</td> <td>01</td> <td>00</td> </tr> </tbody> </table> <p>Remark : As per the HEI statement those courses which are authenticated by other academic bodies (Trinity College , London introduced from 2015-16 and continued) and authorized industry partner(by Microsoft) introduced in 2019 only are proposed. The HEI has inducted 01 program (Graded examinations in Spoken English of Trinity College London) in 2015-16 and the other (Certificate Course on Advanced Excel) in 2018-19. As per the HEI data.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	05	03	01	05	01	2018-19	2017-18	2016-17	2015-16	2014-15	01	00	00	01	00
2018-19	2017-18	2016-17	2015-16	2014-15																	
05	03	01	05	01																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
01	00	00	01	00																	
1.1.3	<p>Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years</p> <p>1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>1</td> <td>2</td> <td>1</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>00</td> <td>2</td> <td>1</td> <td>02</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	2	1	2	1	3	2018-19	2017-18	2016-17	2015-16	2014-15	01	00	2	1	02
2018-19	2017-18	2016-17	2015-16	2014-15																	
2	1	2	1	3																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
01	00	2	1	02																	
1.2.1	<p>Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>1.2.1.1. How many new courses are introduced within the last five years</p> <p>Answer before DVV Verification : 162</p> <p>Answer after DVV Verification: 81</p>																				

1.2.3	<p>Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 389 1046 524"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>420</td> <td>155</td> <td>81</td> <td>36</td> <td>78</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 602 1046 736"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>419</td> <td>155</td> <td>81</td> <td>36</td> <td>78</td> </tr> </tbody> </table> <p>Remark : The HEI has not provided any lists or attendance of the students taking the Add-on courses. The students appear to have taken more than 01/02 courses and the common students cannot be verified.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	420	155	81	36	78	2018-19	2017-18	2016-17	2015-16	2014-15	419	155	81	36	78
2018-19	2017-18	2016-17	2015-16	2014-15																	
420	155	81	36	78																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
419	155	81	36	78																	
1.3.2	<p>Number of value added courses imparting transferable and life skills offered during the last five years</p> <p>1.3.2.1. Number of value-added courses imparting transferable and life skills offered during the last five years</p> <p>Answer before DVV Verification : 40</p> <p>Answer after DVV Verification: 22</p>																				
1.3.3	<p>Percentage of students undertaking field projects / internships</p> <p>1.3.3.1. Number of students undertaking field projects or internships</p> <p>Answer before DVV Verification : 353</p> <p>Answer after DVV Verification: 349</p>																				
1.4.2	<p>Feedback processes of the institution may be classified as follows:</p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website</p> <p>Answer After DVV Verification: A. Feedback collected, analysed and action taken and feedback available on website</p>																				
2.1.1	<p>Average percentage of students from other States and Countries during the last five years</p> <p>2.1.1.1. Number of students from other states and countries year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1850 1046 1984"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>08</td> <td>12</td> <td>10</td> <td>10</td> <td>11</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>	2018-19	2017-18	2016-17	2015-16	2014-15	08	12	10	10	11										
2018-19	2017-18	2016-17	2015-16	2014-15																	
08	12	10	10	11																	

2018-19	2017-18	2016-17	2015-16	2014-15
08	11	09	10	11

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
125	140	141	150	136

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
132	132	131	144	136

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

2.2.3.1. Number of differently abled students on rolls

Answer before DVV Verification : 21

Answer after DVV Verification: 23

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
3	2	1	1	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
02	2	1	1	1

Remark : As per the HEI statement in the response dialogue box and the data attached with the metric in response.

2.4.3 Teaching experience per full time teacher in number of years

2.4.3.1. Total experience of full-time teachers

Answer before DVV Verification : 208 years

Answer after DVV Verification: 144 years

Remark : The HEI has 17 Full time faculty. The cumulative sum of the experience of the teachers is based on the data in 2.4.1 for 17 faculty members.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
3	1	1	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : As per the HEI statement in the response dialogue box and the HEI data attached with the Metric in response. The attached is a certificate of an Association and not national/state level.

2.6.3 Average pass percentage of Students

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

Answer before DVV Verification : 201

Answer after DVV Verification: 200

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

Answer before DVV Verification : 230

Answer after DVV Verification: 231

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

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
11	4	5	8	7

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15

0	1	0	0	0
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Remark : The HEI was advised that none of the Activities listed qualified as workshops/ seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices. It was also informed that only activities with a bearing on Intellectual Property Rights and Industry- academia initiatives with Innovation practices can be considered in this Metric. The HEI was advised to attach E-copy of brochure/invitation letter of any activity on Intellectual Property Rights. The HEI, in its response has attached the same activities and none of the Activities listed qualify as workshops/ seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices. Capacity Building and Skill Enhancement Program, Competitive Skills Enhancement Program, WHITE COLLAR AFFAIRS are all entrepreneurial Development Activities and not Intellectual Property Rights (IPR). Most of the topics are on investment, skill development and entrepreneurship. Only 01 activity with Morgan Stanley Bring out the Inventor in you is innovation provoking. None of the activities are relevant to IPR, innovation and patenting.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
05	01	02	00	03

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	1

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
4	2	2	6	14

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	6	4	0

Remark : The HEI revised data provided with the response contains 15 research papers that have

been published in local journals (not on UGC-CARE list) and are not eligible neither as books nor chapters in edited volumes / books published. The HEI data also contains 09 entries where there is no conference but has been local seminar. These papers are not in national/international conference-proceedings. Not considered. Among the books the following failed ISBN validity check. ISBN 9789352028177 Sorry, we could not find any information for this book. Please try a different book. As also 978-93-86256-97-3 or ISBN 9789386256973 ISBN 9789383072705 ISBN 9789351494850 Sorry, we could not find any information for this book. Please try a different book. 978-93-5249-018-9 978-93-86723-12-3 also failed. The HEI has 10 journal (not conferences) AARHAT Multi Disciplinary International Education Research Journal Tactful Management research journal, Vol II Issue IV * International Scholarly Research Journal for Interdisciplinary Studies p.p. 86 to 91 (UGC listed serial number (past)49366) English Studies : International research Journal International Journal of Research Culture Society , UGC listed serial number (past)64291 Social Sciences International Research Journal Tactful Management research journal, Vol II Issue IV Media Research & Communication journal International Journal for Innovative Research in Multidisciplinary Field p.p. 29 - 32 Media Research & Communication journal

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
36	33	4	13	20

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
16	14	5	10	13

Remark : The HEI was advised that activities conducted through NSS/ NCC/RC/YRC could ONLY be considered. As per the attached data and applicability of the initiative. Student exchange programe, BEST Friend and Teaching Activity have not been considered. The HEI has included all the extension activities and not those specifically through NSS/ RRC. Based on the reports with photographs of the events signed by the principal attached NSS camps 01 each in 2014-15, 15-16 and 18-19 considered as claimed, and Blood Donation activity of 2017-18 and 2018-19, HIV awareness 18-19, have been considered. As per the HEI data and the relevance of it with the metric. Based on the reports the activities that have not been a part of 3.4.4 or 7.1.11 are considered.

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

3.4.4.1. Total number of students participating in extension activities with Government

Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
730	739	728	708	603

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
370	584	407	168	258

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
3	0	0	1	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
4	0	0	0	0

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

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 20

Answer after DVV Verification: 18

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
18.75	26.50	26.50	27.00	36.15

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1.05	0.16	00	10.51	1.04

Remark : As per the HEI year wise statement of income/ expenditures attached with the Metric.

4.2.3	<p>Does the institution have the following:</p> <ol style="list-style-type: none"> 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases <p>Answer before DVV Verification : A. Any 4 of the above Answer After DVV Verification: B. Any 3 of the above</p> <p>Remark : The HEI has provided data of Don Bosco Institute of Technology (DBIT) Mumbai on DELNET and ShodhSindhu. The two institutes are different and not part of the same Group of Institutions. The HEI has attached invoices which are in the name of DBIT. Sharing of DELNET is considered.</p>
4.2.6	<p>Percentage per day usage of library by teachers and students</p> <p>4.2.6.1. Average number of teachers and students using library per day over last one year Answer before DVV Verification : 100 Answer after DVV Verification: 10</p> <p>Remark : As per the HEI attached figures the student/staff entry and circulation are linked and only one (entry) is considered as 02 returns and 01 issue is more than number of entries (01). The HEI figure of Average number of teachers and students using library per day over last one year works out to 10. The available days for online access have been taken to be 365.</p>
4.3.3	<p>Available bandwidth of internet connection in the Institution (Lease line)</p> <p>Answer before DVV Verification : ≥ 50 MBPS Answer After DVV Verification: 5-20 MBPS</p> <p>Remark : The HEI has attached invoice which is for Don bosco Institute of Technology and not in the name of the HEI/The Bombay Salesian Society. The HEI has not provided any reference on bandwidth Sharing.</p>
4.3.4	<p>Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)</p>

Answer before DVV Verification : Yes

Answer After DVV Verification: No

Remark : The supporting documents attached did not support the HEI claim of having established Media Centre, Recording facility, Lecture Capturing System (LCS). The HEI had provided You-tube. The facility of Media Centre, Recording facility, Lecture Capturing System (LCS) would be separate one. The HEI has not provided any documents/ photographs or invoice in proof of the claim. The HEI was requested to provide stock register copy. The support video attached does not support the HEI claim. The video is of the equipment but not a proof of the HEI having established Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS).

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
179.94	122.64	108.44	92.27	124.05

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0.41	0.023	0.016	13.56	0.064

Remark : University Affiliation/Enrollment/ Exam Fees are not maintenance of physical facilities and academic support facilities.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
11	42	42	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
11	42	36	0	0

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

5.1.2.1. Total number of students benefited by scholarships, freeships, etc provided by the

institution besides government schemes year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
6	1	3	3	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
5	1	1	1	1

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
240	240	240	220	180

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
140	140	140	120	160

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
339	172	150	127	144

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
137	72	50	27	47

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

5.2.2.1. Number of outgoing students progressing to higher education

Answer before DVV Verification : 11

Answer after DVV Verification: 05

5.3.1	<p>Number of awards/medals for outstanding performance in sports/cultural activities at national / international level (award for a team event should be counted as one) during the last five years.</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 427 1046 562"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>3</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 640 1046 775"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>00</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : The HEI has attached a certificate of representing the University team and not for any position in the Inter University.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	2	3	0	0	0	2018-19	2017-18	2016-17	2015-16	2014-15	0	0	00	0	0
2018-19	2017-18	2016-17	2015-16	2014-15																	
2	3	0	0	0																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
0	0	00	0	0																	
5.3.3	<p>Average number of sports and cultural activities/ competitions organised at the institution level per year</p> <p>5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1173 1046 1308"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>42</td> <td>46</td> <td>39</td> <td>28</td> <td>21</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1386 1046 1520"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>12</td> <td>9</td> <td>7</td> <td>8</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	42	46	39	28	21	2018-19	2017-18	2016-17	2015-16	2014-15	12	12	9	7	8
2018-19	2017-18	2016-17	2015-16	2014-15																	
42	46	39	28	21																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
12	12	9	7	8																	
6.2.3	<p>Implementation of e-governance in areas of operation</p> <ol style="list-style-type: none"> 1. Planning and Development 2. Administration 3. Finance and Accounts 4. Student Admission and Support 5. Examination <p>Answer before DVV Verification : A. All 5 of the above Answer After DVV Verification: B. Any 4 of the above</p> <p>Remark : The HEI had provided (with the SSR), screen shots of Tally only. The HEI was requested to attach copy of the invoice and the payment voucher for Tally. This has however not been done. The college website does not support the HEI claim. The HEI was also requested to provide the</p>																				

Institutional budget statements showing purchase and implementation of e-governance. The HEI was advised to provide ERP Document OR e-copies of the invoices. The HEI has provided Screen shots of the user interfaces of module of admission but does not show the name of the college on the log-in page. Annual e-governance report approved by Governing Council signed by the principal has not been provided. The HEI has not provide invoice and copy of the installation report/ AMC of the ERP. The Exam component of the University is considered.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
4	4	10	2	2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
4	3	5	2	2

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
19	8	3	12	8

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
8	1	1	5	3

Remark : Activities prior to 01 Jul 2014 and post 30 June 2019 are not eligible. Anger Management, conflict management are behavioral and not professional development.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	2	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2	1	2	0	0

6.5.3

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
14	12	4	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
5	4	2	0	0

6.5.4

Quality assurance initiatives of the institution include:

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

Answer before DVV Verification : B. Any 3 of the above

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

Remark : Regular meeting of Internal Quality Assurance Cell (IQAC) since 21 jul 2017 considered. The claimed AAA is an Internal Audit and not AAA.

7.1.1

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
07	03	03	07	05

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
04	02	01	03	02

Remark : The HEI had included Cooking training, Bakery course, Basic Photography Course for young girls DPL- Girls football etc as gender equity promotion programs. The HEI was advised that as per the SoP these were not eligible. The HEI has attached almost the same data. As per the HEI data.

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

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

Answer before DVV Verification : A. 7 and more of the above

Answer After DVV Verification: C. At least 4 of the above

Remark : The HEI had not provided any supporting documents or photographs (Geotagged) for the claimed facility to prove differently abled (Divyangjan) Friendliness Resources available in the institution. The HEI was advised to provide photographs (must be geotagged) with the view, with college staff/ flex /students indicating the HEI location. The photographs were advised to indicate and provide proof of the existence of the claimed facility on campus. The HEI was requested to provide attested copy of the invoice for the Lift and Braille script. Photographs of the computer keyboard with Braille were also advised to be attached. None of these have been provided. The HEI was requested to attach photographs of ramps at the entry to all the buildings including library and hostels. The HEI was also advised to provide university letter/ rule showing availability of a scribe and the rules for the same. The HEI was requested to provide photograph of the ramps with a clear view of its use with college building in sight. The HEI was advised to provide university letter/ rule showing availability of a scribe and the rules for the same. Only one Ramp at the entrance is shown and considered. The photographs are not geotagged. Only Ramp, toilet, Medical room and Physical facilities are considered.

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

year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
4	3	4	3	3

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	1	1

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
3	4	2	1	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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

Answer before DVV Verification : Yes

Answer After DVV Verification: No

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

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
10	11	8	13	13

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
5	3	4	5	6

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>730</td> <td>739</td> <td>728</td> <td>708</td> <td>603</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>730</td> <td>739</td> <td>734</td> <td>708</td> <td>603</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	730	739	728	708	603	2018-19	2017-18	2016-17	2015-16	2014-15	730	739	734	708	603
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730	739	734	708	603																	
1.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>132</td> <td>197</td> <td>210</td> <td>214</td> <td>208</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>132</td> <td>132</td> <td>131</td> <td>144</td> <td>138</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	132	197	210	214	208	2018-19	2017-18	2016-17	2015-16	2014-15	132	132	131	144	138
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132	197	210	214	208																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
132	132	131	144	138																	
1.3	<p>Number of outgoing / final year students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>214</td> <td>233</td> <td>208</td> <td>188</td> <td>136</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>227</td> <td>239</td> <td>210</td> <td>199</td> <td>143</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	214	233	208	188	136	2018-19	2017-18	2016-17	2015-16	2014-15	227	239	210	199	143
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