SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

DON BOSCO ARTS AND SCIENCE COLLEGE, ANGADIKADAVU

DON BOSCO ARTS AND SCIENCE COLLEGE, ANGADIKADAVU, IRITTY, KANNUR.
670706
www.donbosco.ac.in

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Don Bosco Arts & Science College (DBASC), a **self-financing college** affiliated to university of Kannur in Kerala, is owned and managed by **Salesians of Don Bosco**, an acclaimed international organization of the Roman Catholic Church **founded in 1859** by **Don Bosco**, an **Italian saint** recognized globally as a prolific educationalist.

Having its headquarters in Rome, Salesians of Don Bosco have 14,486 priests, managing educational **institutions in 134 countries**.

In India, SDBs run **264 schools** , **48 colleges** and **a University**, *Assam Don Bosco University* .

DBASC, a member of *the International Association of Don Bosco Institutes of Higher Education* and a unit of *Don Bosco Higher Education India*, is a **Minority Institution**, approved by the National Commission for Minority Educational Institutions, Government of India.

Location

It was with a vision that SDBs established DBASC in a very rural area at Angadikadavu in Kannur district in 2005. The students from comparatively **backward districts in northern Kerala** (Kasaragod, Kannur, Wayanad, Kozhikode), who are unable to get admission in any of the **10 government colleges** and **13 aided colleges** in Kannur University, were looking for a college that offers quality education, with the **state-of-the-art infrastructure** on par with the established government and aided colleges in cities, with an **affordable fee structure**.

DBASC rose to the occasion. Within a short span of 15 years, Kannur **University Syndicate** on June 19, 2018, **declared DBASC a Model College** (Ref. Acad/A3/1288/2016 dated 26/06/2018), after a detailed **inspection by an Expert Committee** in all affiliated colleges.

The **academic performance** of students has consistently been **excellent,** with several of them emerging as **university toppers** particularly for **MA Journalism, MSW, BSW** and **BA English Literature**. The **percentage of pass** of both the UG and PG programmes has always been **on par with the government and the aided colleges** in Kannur University, with a sizeable number of them securing **A Plus/A Grades**. DBASC is a campus selected for **campus recruitment**, by the leading software companies like **WIPRO** and **TCS** and by the mainstream media organizations like **Malayala Manorama** and **Asianet News.**

Vision

The VISION of DBASC is "To form **synergized** and **enlightened global citizens** equipped to respond to the opportunities and **challenges of the rapidly changing** world."

Don Bosco, our Founder saint, envisioned a unique system of education that moulds the whole person - **body, heart, mind and spirit**, with the firm belief that the hearts of young people can easily be won through love,

patience and empathy, and not with intimidation and punishment.

DBASC's **Unique Selling Proposition** is: *"Grooming Generations & Leaving Legacies."*

DBASC offers **bounteous opportunities** for students to enhance *soft skills, leadership proficiency, employability adroitness, communication adeptness, smartness,* an*d self-confiden*ce through extracurricular activities: arts, sports, fests, national festival celebrations and interdepartmental competitions. This process demands spirit of **team work, interdependence** and **synergy** from students.

Competing with the well-established government and aided colleges in Kannur University, Don Bosco Arts & Science College has been securing the **fourth/fifth position** in the intercollegiate university **arts fest**, and **sixth position** in intercollegiate **university sports**, in last five years.

Constructing houses for five deserving homeless families, won Kannur **university awards** for the **best NSS unit**, **Programme Officer** and **NSS Volunteer twice** in the last five years, in **2017 and 2019**.

Enlightenment

DBASC always **believed in the power of young** people and said: "If young people are *educated properly*, we have *moral order*; if not, vice and disorder will prevail."

Grooms students into enlightened citizens who keep abreast of the times, fully equipped for a **lucrative career** and a fulfilling life.

Upholds the **key advices** that Don Bosco used to give to the young people:

"Act today in such a way that you need **not blush to**morrow."

"Study to become very rich, but **rich in virtue**."

"Be **guided by reason**, and not by passion."

"Enjoy as much as you like, but keep **away from evil**."

Mission

DBASC's MISSION is:"To mould **intellectually competent**, *morally upright*, **socially committed,** *civically responsible*, and **spiritually inspired** persons through an *innovative and holistic approach* to education.

Value Charter

DBASC has a mission-oriented **Value Charter**, **officially declared**, *exhibited at key spots* inside the campus, and **placed in the homepage** of college *website,* setting **eight priorities** in policy decisions in all realms, in the process of formation of students for their career and life ahead:

1). Academic Excellence

We value rigorous intellectual pursuit.

2). Behavioural Etiquette

We value sound character with personal and collective integrity.

3). Capability Enhancement

We value self-actualization of students with the full realization of their potentials.

4). Self-Regulated Discipline

We value adherence to rules from personal conviction.

5). English Proficiency

We value conversational skilfulness in English for global citizenship.

6). Godliness

We value spirituality with "God sense" permeating all realms of life.

7). Interdependent Stewardship

We value we-feeling, inclusive relationship and mutual accountability.

8). Social Responsibility

We value committed service to the needy as an obligation.

Intellectual competence is ensured with two special packages**: FINA** and **FACE.** *Friend In Need Accompaniment* and *Faculty Accompaniment for Capability Enhancement.* Students are personally followed up with **remedial coaching** and **peer-learning**.

Moral uprightness and spirituality are inculcated by the **Department of Value Education** with the motivational speeches in the Morning Assembly.

Government Recognitions

The Government of Kerala has acknowledged DBASC as a **HEI of quality and excellence** with **two recognitions** for civic engagement and social commitment:

Government selected DBASC, along with two other colleges(*Loyola College of Social Sciences*-Thiruvananthapuram and *Rajagiri College of Social Sciences*-Kochi) in Kerala, to **conduct Social Impact Assessment** of government projects **in August 2017**. The Department of Social Work has already carried out Social Impact Studies on major public undertakings including the land acquisition for **IIT, Palakkad** and for **Angamaly-Sabari Rail Project.**

Recognizing the **grid-connected roof top solar power plant** with 120 panels that generate power for the campus and supply the surplus energy to **KSEB**, the Government of Kerala presented the **Renewable Energy Award** on **28-02-2018**.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

DBASC has the following Strengths:

- Declared as "a model college" by the Kannur university syndicate.
- Owned by one of the best known international organizations (Salesians of Don Bosco) engaged in college and school education.
- Recognized as a college with the best state-of-the-art infrastructure in the university.
- Listed by the Government of Kerala one among the three colleges to do Social Impact Assessment (SIA) of major government projects.
- Recipient of Kerala Government award for solar-powered campus supplying surplus power to the Kerala State Electricity Board.
- Recipient of University awards for the best NSS Unit, best NSS Programme Officer and best NSS Volunteer in 2017and 2019.
- Chosen by National Testing Agency (NTA), the premier testing organization conducting entrance examinations for admission/fellowship in higher educational institutions.
- Located at an exquisite spot, enveloped with green foliage, and freshened by a cooling stream.
- Esteemed for being the best disciplined campus with students immersed in wide range of empowering and enlightening extracurricular activities.
- Most seasoned, qualified and competent personnel from the college management embedded in the teaching faculty for optimum output.
- A clean, green, plastic-free, and eco-friendly campus
- A well-networked college, with MoUs signed with the reputed institutions of higher education within the State and across the country for exchange of resources and sharing of expertise.
- Being backed by a very resourceful, officially registered Alumni Association with placement support, scholarships and expertise.
- Being recognized as a credible neighbourhood-builder, with the construction of houses for homeless families, with the extension activities offering regular assistance to orphanages and old age homes, with the empowerment of Self-Help Groups (SHGs) professionally training housewives to emerge as local entrepreneurs.
- Valued for functioning in close partnership with the parents (PTA), with general body, executive, and discipline committee, batch-wise meetings regularly held to accompany students with timely interventions and guidance, and with scholarships offered to two best performing students in every UG and PG batches.
- Esteemed for equipping students for their career with add-on and certificate courses beyond their prescribed syllabus, enhancing their employability skills with English Proficiency and Finishing School packages.
- Making studies affordable and never denying admission to the poor.

Institutional Weakness

DBASC has the following limitations and weaknesses:

- Financial constraints to offer more facilities for students, being a Self-Financing College.
- Limitations placed being a Self-Financing College, to tap government funds for infrastructural development.
- Need to enhance the stability and the number of PhD holders of teaching staff despite the Self-Financing college management's constraint to offer salary on par with the government/aided college staff.
- Government policies curtailing the possibilities for self-financing colleges to launch new UG/PG programmes keeping abreast of the times.
- College management's priority to 'affordability' for students from economically backward families over lucrative factors, places limits on fast-paced growth.
- Needs strengthening of students' exposure and employability skill with more industrial/corporate tie-ups.
- Location of the college in a rural setting limits the opportunities for students for their career training and placement.
- Time constraints to take the best care of slow learners
- Inadequate number of working days in a semester because of frequent *bandhs* and holidays
- Under utilization of library by students.
- Lacks research departments offering PhD Programmes.
- Requires an additional hostel to accommodate boys.
- Needs Staff Quarters

Institutional Opportunity

DBASC has the:

- Potential to upgrade the institution into an **aided/autonomous college**.
- Credentials to emerge as a **Centre of Excellence** offering quality education at an **affordable** rate.
- Backing to **widen its network** having tie-ups/MOUs with corporate and industrial establishments.
- Resources to **broaden the extension activities** catering to the needy in the neighbouring areas.
- Credibility to launch Faculty/student **exchange programmes with foreign universities**.
- Capability to take up **more research projects** with the experience gained from Social Impact Assessment (SIA) done for the government of Kerala.
- Scope to grow into a **production centre** for syllabus-based video sessions, with the optimum utilization of the audio-visual production studio and human resources.
- Possibility to launch a **multidisciplinary academic journal**, with the collaboration of all the departments in the college.
- Scope **to launch of Research Departments** offering **PhD Programmes** in Journalism and Social Work.
- Wide scope to serve North Kerala (Malabar) where there is dearth of quality Higher Education Institutes.
- Conducive ambience to enhance the quality of education because of friendly neighbourhood, holding the institution in great esteem.

Institutional Challenge

DBASC has to respond to the following Challenges:

- Tapping **government/UGC/agencies fund**s to provide the latest and the best facilities to students.
- Financial constraints to **offer lucrative salary** to attract high-profile faculty to the institution.
- Up-gradation of the institution into an **aided/autonomous college** against the current unfavorable government policies against Self-Financing Colleges.
- Denial of permanent affiliation to Self-Financing Colleges, by the University Syndicate.
- Creating ample opportunities for students to have **international/industrial/corporate exposure** to enhance their employability skills and job prospects.
- Initiating **"start up" schemes** for moulding student entrepreneurs, tapping the opportunities offered by the government especially Kerala Start Up Mission (KSUM).
- Mobilizing fund to **complete the construction of the air-conditioned auditorium** with state-of-the-art facilities.
- Lack of English language proficiency for students to perform commendably in university examinations because of their agrarian settings and Malayalam medium school education.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

While there are only 13 Government and 17 Aided colleges in Kannur University, the number of Self-Financing colleges affilia**ted** to the university **is** 75. The **Principa**l of DBASC has been **representing all the Self-Financing colleges** in Kannur University as a **Member of UG and PG Single Window Admission Committee** in last five years.

DBASC Principal is also a **Member of the Academic Council** representing the Principals of the First Grade Colleges affiliated to Kannur University.

College Principal and Faculty belonging to different departments have been serving as **Chairpersons of Board of Examiners in Kannur University**, **Board of Question Paper Setters** in other universities, and autonomous colleges.

Teachers from this institution have designed and developed **curriculum for Add-on course**s, in colleges affiliated to Kannur University.

Teachers from all departments are engaged in the End Semester Examination **Centralized Valuation Camps and Viva Voce of projects**, dissertations and practicals conducted by the university.

Academic Flexibility

College follows the Choice-Based Credit and Semester System **(CBCSS).** The **open courses** offered are:

1. DBMS – Data Base Management System

2. Basic Accounting (5D01COM/BBA)

3. Quantitative Arithmetic & Reasoning

4. English for competitive examination

5. History & development of social work/Kerala economy

6. Psychology for lifestyle

The following **add-on and certificate courses** were offered to students in the last five years: Soft Skill Training, Finishing School, Print Media Journalism, Python Programming, Financial Markets, English Proficiency, Security Operations and Risk Management, PHP Programming, Net Programming, Goods and Services Tax Practice, Fundamentals of Film Making, Counselling Micro Skills, Sales Tax Practitioner, Emotional Intelligence Proficiency, and Personal Growth Lab.

Supplementing the syllabus of the university, **National Research Conferences, Seminars and Workshops** were conducted periodically on gender equality and women empowerment, Climate Change and Global Warming, Sustainable Development, Care of the Elderly, Code of Professional Ethics, Corporate Etiquette, and on Human Rights and Human Values, particularly Peace and Harmony.

Experiential learning is integrated into the curriculum with Internships, Block Placements, Field Work, Industrial Visits, Projects, and Rural Camps.

The **Feedback on curriculum** from Students, Teachers, Employers and Alumni was collected, codified, and analyzed, and the recommendations of the stakeholders were implemented.

Teaching-learning and Evaluation

Considering the upsurge in the number of applicants seeking admission for different programmes and the sanctioned seats being insufficient to meet the demand, college has been applying **for marginal increase in the number of seats every year**.

The students under merit quota (50%) are allotted by the University as per the Online Single Window System. The students under management quota (50%) are taken, only if they have the **cut-off marks** in the qualifying examination, and clear an **English Test** in which the applicant is asked to write a short essay in English on a topic chosen by lot.

Catering to Student Diversity

Don Bosco Arts & Science is highly esteemed for the personal attention given to each and every student in the campus. The **advanced learners** are given special care with teachers recommending **books from the library** and e-resources (**opac.donbosco.ac.in, nlist.inflibnet.ac.in**) for further reading and research, and enrolling them for **MOOC** and other online certificate courses on the **and platforms**.

Student-centric methods are adopted for teaching, with **weekly-lesson plans** submitted to the Principal every Monday. **Experiential learning** is offered taking the students out of the classroom to real life situations and to the career realms. **Participative learning** is ensured with interactive sessions and problem-solving methods are used for the contextualization of the topics covered. **ICT-enabled tools** are employed extensively to make

teaching and learning a delightful experience.

Mentoring system is in place with **two full-time professional counsellors** to coordinate and with every teacher being entrusted with 20 students for personal follow-up and guidance as mentors.

Internal assessment is done systematically and transparently under a **coordination committee**, with the schedule given in the academic calendar. To facilitate the preparation for the End Semester Examinations, the system has the following pattern every semester: **two class tests** + **two-hour internal examinations** + **two class tests** + **three-hour internal examinations**. The internal marks received by the students are communicated to the parents through SMS and Class PTA meeting. Internal marks are placed on the notice board for students to verify and to rectify errors. Grievances are redressed by the Internal Grievance Committee.

Research, Innovations and Extension

DISA (Don Bosco Initiatives for Social Action Reg. No. 499/1994), an offshoot of the Department of Social Work here reaches out to the needy especially the women periodically, **empowering Self-Help Groups** (SHGs) with income-generating employment training programmes.

The institution has been networking with **BREADS,** a leading NGO in Bangalore for the rehabilitation of the victims of the catastrophic **flood in Kerala in 2018 and 2019**, and for the people badly affected by the pandemic **COVID 19** during the period of the lockdown in 2020.

For innovative academic content creation and dissemination, college has established a **state-of-the-art multimedia production studio**. Video lectures, motivational videos, short films, documentaries on contemporary issues, Public Service Announcements (PSA), and music albums are made and uploaded in the college website for the public.

Principal is a **research co-guide for two PhD scholars** in journalism in **Assam Don Bosco University**, Guwahati. PhD was awarded to a Faculty in the Department of Journalism in 2017 and to another in the Department of English. There are three teachers currently pursuing their PhD.

33 research papers were published in journals by the Faculty in different departments. The publication wing, *Don Bosco Books*, has published **11 academic books** The P**roceedings of the National Research Conferences** organized by the Department of Social Work are also published.

College is widely known for its extension activities in the neighbourhood. As part of *Sneha Veedu* **project**, constructing houses for homeless families, **five houses were built** in the last five years. **138 extension and outreach programmes** were conducted by the institution through NSS.

A short film on anti-drug awareness, done by the Department of Journalism, won an award from the Government of Kerala. College was declared **the biggest blood dono**r in Kannur district. For the Breast-Feeding Week in 2019, college won the first and second prize for content creation from the Government of Kerala. Organic Farming Literacy Award was also received from Mahatma Gandhi University, Kottayam.

Functional **MoUs were signed with 23** institutions within the university, and other universities in and outside Kerala for sharing expertise, for collaborative activities and training programmes for students and staff.

Infrastructure and Learning Resources

Though located in a rural setting, the college has state-of-the-art infrastructure: **39 ICT-Enabled classrooms**, **three well-equipped seminar halls, air-conditioned conference hall**, **air-conditioned audio-visual production studio**, and **auditorium**. An **air-conditioned auditorium** with a seating capacity for 1500, with all modern facilities, being built at the cost of six crore rupees, is nearing its completion.

Campus is **Wi-Fi enabled**, and all the departments, offices and labs remain connected to LAN. There are **65 computing systems** for students in the lab, and **32 for the teachers** in their staff room. The laboratories, studio, seminar halls, and all browsing stations are with (Bandwidth) **100 MBPS high speed** internet connections.

High-power generator is installed for complete power backup. **UPS connections** are available in all labs, seminar halls, staff rooms, offices, staff rooms, and ICT-enabled classrooms. DBASC is powered by **solar energy**, and the surplus power is being supplied to Kerala State Electricity Board (KSEB).

College has fully-automated, with Integrated Library Management System Software **(ILMS),** *Book Magic*, since 2010. O*PAC* is available for teachers and students to use the library facility, with 17,790+ printed books, 55 printed journals. Subscription to **N-LIST** provides access to 1,60,809 e-books, and 6293 e-journals. Bio-metric security system is used for entry in the library. Digital library is also set, with **e-ShodhSindhu, and Shodhganga** membership, having the required computing facilities. Library is open from 8.30 am to 6.30 pm on all working days.

Around **15 lakh rupees** have been spent on **buying books**, **5 lakh** rupees for journals, periodicals, and e-subscriptions, **four lakh** rupees for psychology lab and **14 lakh** rupees for the upgrading of computer lab, **six lakh** rupees for providing ICT-enabled facilities in classrooms. The air-conditioned conference hall was completed in 2019 spending **seven lakh** rupees.

Abou**t four crore** was invested on infrastructural development: additional classrooms, auditorium, administrative office, parking area, and solar power plant.

Recognizing the infrastructural facilities in the campus, **university level intercollegiate tug-of-war, yoga and chess championshi**ps were held at DBASC. There are football, basketball, volleyball, and shuttle badminton courts, and a mini-gymnasium in the campus. College has **four hostels accommodating 526** students, canteen, and ATM counter.

Student Support and Progression

In the last five years, **324 students** received **post metric** and **central sector scholarship**s from the Government.

595 students were offered **scholarship from the institution, PTA,** and **Alumni Association**.

College Management has been **sponsoring from 29 to 35 % of the students** from economically backward families every year.

For capacity building and **soft skills** enhancement, soft skill training is offered for students by a professional

agency in Kochi: *Parivartan*.

All the students in the college are given an add-on certificate **course in English Proficiency** to master English language and communication skill.

Besides **language lab** facility, students are given opportunities to deliver a **three-minute speech** in English during College Assembly.

Students are given **training in yoga** and college had won the runners-up in the university level intercollegiate yoga championship in 2018 and 2019.

ICT and computing skills of students are enhanced making the best use of the online platforms, digital library, Moodle Course Management platform, and the college website.

Don Bosco Colleges in India have official policy mechanism for the timely redressal of student grievances including sexual harassment (Books: **'Don Bosco Youth Policy'** and '**Child/Youth Safeguarding Policy: Don Bosco Colleges & Skill Training Centres**).

Campus recruitment and placement drives are being conducted every year with the leading software companies like *WIPRO* and *TCS*, and the best established news media organizations like *Asianet News, Manorama News*, *Malayala Manorama* Newspaper, and *Media One* recruiting final year students from the campus.

The **best two sports persons** in Kannur University for the academic year 2019-2020 were from DBASC.

DBASC has been hosting prestigious national level intercollegiate campus fests with several innovative competitions:

Campus Film Fest, **DISC** (Donbosco International Silverscreen Carnival) by the Department of Journalism,

Commerce Fest, **COMET**, by the Department of Commerce,

Literature Fest, **SLATE,** by the Department of English**,**

Management Fest, EQUINOX, by the Department of Management,

Spellbee Fest, **DISBEE** (Donbosco Interschool Spell Bee), by the postgraduate Department of English.

The Don Bosco Alumni Association (Reg.No: **KNR/CA/308/2020**) is actively involved in the campus, in a close partnership with the management, staff and students, offering scholarships, placement and internship opportunities, and job-oriented practical training.

Governance, Leadership and Management

The institutional leadership has always been **democratic and participatory**, with the Management Council, and teaching and non-teaching staff **functioning in tandem, interdependently**, with *synergy* and *we-feeling*.

The *master plan* for the institutional development is prepared by the **Management Council**, consisting of

Manager, Principal, Vice-Principal, Administrator, Men's Hostel Warden, and the other Fathers serving as Faculty in the college.

Principal in the college is assisted by **IQAC, Academic Council, College Staff Council, Department Staff Council** and **Administrative Staff.**

The *best testimony* for decentralization and participative management is the introduction of **Value Charter** of the College during the academic year 2015-2016.

When the pandemic **Covid-19** turned the traditional teaching and learning process topsy turvy, demanding **a paradigm shift in teaching methods**, Management Council forged ahead with a strategic plan, creating a core team for the creation of alternative teaching platforms. A workshop was conducted for all the teaching staff initiating them to the new world of online teaching platforms, in June 2020 and an effective mechanism was established for online classes.

Institution has professional system for the performance appraisal of teaching and non-teaching staff, with feedback gathered from students every semester and the findings presented to the staff immediately after its codification.

Institution conducts internal and external financial audits regularly, with the preparation of the annual budget, allocating funds for all departments equitably and prioritizing the projects that require speedy implementation.

The **introduction of two class tests each before the first and the second Internal Examinations** within a semester was an initiative of IQAC to enhance the writing skill of the students systematically, for quality performance in university examinations.

Another practice institutionalized by the IQAC is the **performance appraisal of the non-teaching staff** in the institution.

One of the key reforms introduced by IQAC to augment the teaching and learning process was the **inception of the Weekly Lesson Plan Book** for teachers to prepare the content and method to be submitted to Principal every Monday.

IQAC conducts evaluation of the teaching staff after the first internal examinations in the middle of the semester to elicit the observations of students for further improvement.

Institutional Values and Best Practices

Institution promotes **gender equity** in curricular and co-curricular activities: every batch has a **male and a female leader** treated on equal footing. All **committees** have *female representation*. **Staff appointment** is made purely on merit without gender disparity. **Ladies Room** with all required facilities, and Ladies toilets, with *sanitary pad vending machine and sanitary waste disposal service*, are set.

Campus has **a clean, green and a pollution-free environment** providing a pristine backdrop for an effective learning experience. The landscape is **adorned with tall trees** bearing emerald green leaves. Saplings are planted for adducible greenery. It is a **plastic-free** campus. **Green and environment audits** are done by a certified agency. **Energy audit** is available with the data received from the Electricity Board.

Campus is **powered by solar energy** and provision for wheeling to the grid is also done, with the Kerala State Electricity Board. **Biogas plant** is in operation. Facilities are available for **rain water harvesting**, and bore well and open well recharge; tanks and bunds are made; waste water recycling is done. **Degradable** and **Non-degradable** waste management system is in place.

Institution has **disabled-friendly washroom** and **ramp** for easy access to classrooms.

Don Bosco institutions have a **national youth policy document**, with a prescribed mode of operation for staff and students, and a **code of ethics**.

The two best practices of DBASC are:

1. **Employability and Leadership Skill Enhancement Networks** (ELSEN)
2. **Civic Engagements for Empathetic and Philanthropic Services** (CEEPS)

ELSEN is a special scheme to enhance the employability skills and to make the students both qualified and competent for a lucrative career. Training is offered to students for developing English proficiency, and for moulding them into smart, self-confident, and articulate leaders.

CEEPS is a package to nurture social responsibility in students valuing committed service to the needy as an obligation. The biggest philanthropic project to cultivate empathetic social commitment was the **construction of five houses for five** families in the last five years.

The institutional distinctiveness of DBASC is **BEST**: *Best Equipped and Synergized Teaching.* Ordinary students are groomed into extraordinary performers in a superbly equipped environment.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DON BOSCO ARTS AND SCIENCE COLLEGE, ANGADIKADAVU
Address	Don Bosco Arts and Science College, Angadikadavu, Iritty, Kannur.
City	Kannur
State	Kerala
Pin	670706
Website	www.donbosco.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Fr. Francis Karackat	0490-2426014	9447077360	0490-2427030	iqac@donbosco.ac.in
IQAC / CIQA coordinator	Fr. Biju .j. Nellissery	0490-2426685	9496698531	0490-2426557	batnels@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	Yes [DBASC-Minority Certificate.pdf](#)
If Yes, Specify minority status	
Religious	Christian
Linguistic	
Any Other	

Establishment Details	
Date of establishment of the college	14-02-2005

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Kerala	Kannur University	[View Document](#)

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	05-03-2015	[View Document](#)
12B of UGC		

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

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

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Don Bosco Arts and Science College, Angadikadavu, Iritty, Kannur.	Rural	17.5	8109.38

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	BCom,Commerce	36	Plus Two	English	60	51
UG	BCom,Commerce	36	Plus Two	English	30	30
UG	BCom,Commerce	36	Plus Two	English	48	48
UG	BA,English	36	Plus Two	English	50	50
UG	BSc,Mathematics	36	Plus Two	English	30	16
UG	BBA,Management	36	Plus Two	English	48	38
UG	BSc,Psychology	36	Plus Two	English	25	25
UG	BCA,Computer Application	36	Plus Two	English	30	28
UG	BSW,Social Work	36	Plus Two	English	50	41
PG	MCom,Commerce	24	UG	English	24	24
PG	MA,English	24	UG	English	15	13
PG	MSc,Mathematics	24	UG	English	16	14
PG	MA,Journalism	24	UG	English	20	14
PG	MSW,Social Work	24	UG	English	30	30

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				69
Recruited	0	0	0	0	0	0	0	0	19	50	0	69
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				13
Recruited	6	7	0	13
Yet to Recruit				0

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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				1
Recruited	1	0	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	3	0	0	3
M.Phil.	0	0	0	0	0	0	1	2	0	3
PG	0	0	0	0	0	0	15	48	0	63

Temporary Teachers									
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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 Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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**
	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male	19	0	0	0	19
	Female	74	2	0	0	76
	Others	0	0	0	0	0
UG	Male	163	1	3	0	167
	Female	155	0	5	0	160
	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	2	1	4	1
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	1	1	0	1
	Others	0	0	0	0
OBC	Male	11	29	30	38
	Female	23	21	27	21
	Others	0	0	0	0
General	Male	166	154	169	148
	Female	144	162	207	213
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		347	368	437	422

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Extended Profile

1 Program

1.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
457	462	383	363	363

File Description	Document
Institutional data prescribed format	View Document

1.2

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
14	14	12	11	11

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1152	1073	975	924	904

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
83	80	70	102	93

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
367	321	318	309	326

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
69	63	57	61	55

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
69	63	57	61	55

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 44

4.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
52.38	100.85	95.22	132.06	94.52

4.3

Number of Computers

Response: 100

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:

A). Staff Council

Principal at the beginning of the academic year holds a three-day staff workshop, with orientation sessions by seasoned academicians, focusing on the recommendations of the annual evaluation of the previous year.

Principal presents the common annual academic calendar and offers guidelines to the Department Council for the preparation of the Annual Calendar and Handbook.

Principal holds the Academic Council to finalize the Annual calendar.

Staff meeting with Principal is held periodically for evaluation and follow-up.

B). Academic Council

Principal holds Academic Council frequently (once a month at least) to consider immediate curriculum requirements, upcoming extra-curricular activities, and disciplinary matters.

C). Department Council

Department Council is held regularly to implement the decisions of the academic council with appropriate delegation of duties.

D). Subject Allocation

HoDs will discuss and discern the allocation of subjects of each semester, considering the experience and personal preferences of the teachers, and the requirements of students.

E). Course Plan

Teachers prepare course plan for the semester specifying what topic in the curriculum will be covered on each working day. Course plan s uploaded in the website/moodle platform for students to refer.

F). CBCSS Committee

CBCSS (Choice-Based Credit Semester System) Committee finalizes the class time table for all batches, following 'Day 1-5' schedule, instead of Monday to Friday pattern.

CBCSS also supervises the internal examinations: schedule, question paper setting, invigilation, and open course allocation.

G). Lesson Plans

Lesson plans submitted by teachers for a week every Monday, carrying objectives, teaching methods, key points, examples and homework, are verified by Principal.

H).Four Class Tests and Two Internal Examinations

Teachers conduct two class tests before first internal examinations, and two class tests before second internal examinations.

I). Friend in Need Accompaniment (FINA)

The best performing students in every batch take care of the academically weak students with remedial coaching.

J). Faculty Accompaniment for Capability Enhancement (FACE)

Teachers recognize students who secure A Plus and A Grades in university examinations by honouring them along with their family members with memento and merit certificate. Two toppers in every batch are presented PTA scholarship.

K). Question Bank in College Website

The question papers of university examinations of the previous years are posted in the college website: www.donbosco.ac.in for students to refer and prepare, understanding the question pattern and time management requirements.

L). Batch-wise PTA Meeting

After the university publishes examination results every semester, batch-wise PTA meeting with students, their parents and subject teachers, is held assessing their performance and offer them guidelines for the upcoming examinations.

M). Library Access

Students have 24-hour online access to library (www.opac.donbsco.ac.in) offering them INFLIBNET (www.nlist.inflibnet.ac.in) and digital library facilities. Library is open from 8.30 am to 6.30 pm.

N). Add-on and Certificate Courses and Seminars

To enhance the employability skill of students, add-on and certificate courses, and seminars, supplementing the syllabus prescribed by the university, are given as part of the curriculum.

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

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

Students and staff are given the printed copy of the **College Handbook & Calendar** every year, prepared ahead of the academic year in the month of May, through a three-day workshop, adhering to the following steps:

At the **Staff Council,** Principal gives an in-depth orientation to the teaching staff on the strategies, priorities and policies to be applied as parameters for the preparation of the academic calendar, with due consideration given to the evaluation reports of the previous academic year.

IQAC presents the draft of the academic calendar with the common schedule for the year (list of working days and holidays of the year ahead, schedule of the first and second internal examinations and the End Semester University Examinations, the schedule of the key events like campus fests, Arts and Sports Fests, PTA Meetings, Alumni Meet, and College Day & Merit Day Celebrations), approved by the **Management Council,** to the Department Staff Council.

Department Staff Council adds the departmental, intra-departmental, interdepartmental and intercollegiate programmes (seminars, workshops, conferences, association activities, extension and outreach ventures, add-on and certificate courses), supplementing IQAC's common schedule.

IQAC codifies the additional programmes proposed by each of the Department Councils, and will prepare the final annual academic calendar for approval by the **Academic Council**.

After the College Union Election, the **College Union Council,** guided by the College Union Staff Advisor, prepares the annual plan for extracurricular activities and student-welfare programmes. The plan ratified by the Principal is integrated into the annual academic calendar.

Department Council finalizes the semester subjects for teachers, after considering each one's personal preferences and prior experience, and the needs and nature of the student batches to be taught. The subject allocation in each department ratified by the Principal is tabled before the **CBCSS Coordination Committee** to prepare the general time table for the whole college, with the common, second language, complementary and open courses distributed systematically along with the core courses, for the teachers in all departments to function in tandem.

Course Plan for each subject is prepared by teachers, specifying the topic going to be covered on each of the working days of the semester for the timely completion of the prescribed syllabus, with the required revision. Course Plan is uploaded in the college website for students to refer.

To facilitate best academic performance, IQAC, in close collaboration with the CBCSS Coordination Committee, has been implementing Continuous Internal Evaluation (CIE) with the following scheme in

every semester: **Two Class Tests + Two-Hour Internal Examinations + Two Class Tests + Three-Hour Internal Examinations**.

The four class tests are conducted by the subject teachers at their convenience. The first and the second internal examinations are held in common under the supervision of CBCSS Coordination Committee. The internal marks finalized, calculating the average of class tests and internal examinations, are communicated to parents through SMS. After the publication of semester results, **Batch-wise PTA meetings** are held for evaluation and corrective steps. Periodic follow-up of academic calendar is done in Department and Academic Councils.

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

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. **Academic council/BoS of Affiliating university**
2. **Setting of question papers for UG/PG programs**
3. **Design and Development of Curriculum for Add on/ certificate/ Diploma Courses**
4. **Assessment /evaluation process of the affiliating University**

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Details of participation of teachers in various bodies/activities provided as a response to the metric	[View Document](#)
Any additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 100

1.2.1.1 **Number of Programmes in which CBCS / Elective course system implemented.**

Response: 14

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional information	View Document

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 27

1.2.2.1 **How many Add on /Certificate programs are offered within the last 5 years.**

2019-20	2018-19	2017-18	2016-17	2015-16
8	5	5	5	4

File Description	Document
List of Add on /Certificate programs	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document
Link for Additional information	View Document

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 56.07

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

2019-20	2018-19	2017-18	2016-17	2015-16
608	546	446	608	589

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	[View Document](#)
Any additional information	[View Document](#)

1.3 Curriculum Enrichment

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

Response:

The **vision and mission** of our institution is to mould enlightened, competent, morally upright, socially committed, and civically responsible global citizens, fully equipped to respond to the crosscutting issues of the rapidly changing world. Sessions on gender sensitiveness, professional ethics, environmental protection and sustainable development and human value are handled extensively, both as part of the **curriculum** and as part of **seminars, extension activities and outreach programmes.**

Department of Value Education has regular programmes for students on moral life code and human values, with motivational videos, inspiring movies and interactive sessions. The **Assembly,** with all the students and staff gathered in the auditorium every morning, has a **three-minute message segment,** to motivate students and to inculcate the best etiquette and morals in their life, presenting before them **inspiring role models**.

Nature Club and NSS are actively involved in information dissemination, awareness campaigns, and projects to make the campus **eco-friendly, plastic-free, clean, and green**.

Department of Social Work is engaged, enlightening the campus on **gender sensitization, gender neutralization and gender equit**y, with seminars, and workshops, empowering women with training in income-generating self-employment. Transgenders were brought as resource persons and were honoured, to strip off the prejudices and misconceptions that students have about trasgenders.

The students being trained in **journalism** are given in-depth input on **code of ethi**cs they need to adhere to in print, electronic media, online, new media, advertising, and public relations professions, and on defamation, libel, slander, invasion of privacy, bribes, junkets, freebies, yellow journalism, lobbying, sting operation, paid news and plagiarism.

Students from all academic disciplines, irrespective of the career they are going to take up, are offered the latest updates on ethics in their profession. The **seven deadly sins declared by Mahatma Gandhi** are given as the core of morals they need to imbibe: wealth without work, pleasure without conscience, knowledge without character, commerce without morality, science without humanity, religion without sacrifice and politics without principle.

Students imbibe **civic sense and corporate etiquette**, with wide exposure experiences like **orientation visits** to institutions **of repute, internships, block placements, and industrial tours.**

Conscientization on **customer satisfaction** and **Corporate Social Responsibility (CSR)** requisites for making an organization or an institution accountable to its stakeholders and to the public is one of the key areas of focus, in the **Finishing School Programme** rendered to enhance the employability skills of students.

Session**s are held on cyber laws, cyber crimes, cyber addiction, digital divide, cyber ethics, e-waste,** information overload, privacy issues, intellectual property rights, and proper use of internet and mobile phones.

Celebrity culture, a normal phenomenon in campuses with film stars as chief guests on stage in celebrations, is **replaced with motivational cultur**e, with the presence of highly inspiring social activists as motivational speakers. These activists are presented to students as role models, upholding the motto of the institution: "Grooming generations and leaving legacies." They empower the young, and widen their mental horizons to respond proactively to the crosscutting issues beleaguering the society, and to be trendsetters and trailblazers in their life.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View Document
Any additional information	View Document

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 15.49

1.3.2.1 **Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
65	67	61	51	68

File Description	Document
Programme / Curriculum/ Syllabus of the courses	[View Document](#)
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	[View Document](#)
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	[View Document](#)

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

Response: 34.38

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

Response: 396

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	[View Document](#)
Any additional information	[View Document](#)

1.4 Feedback System

1.4.1 *Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni*

Response: A. All of the above

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

1.4.2 Feedback process of the Institution may be classified as follows: Options:

 1.Feedback collected, analysed and action taken and feedback available on website
 2.Feedback collected, analysed and action has been taken

3. Feedback collected and analysed

4. Feedback collected

5. Feedback not collected

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Upload any additional information	[View Document]()
URL for feedback report	[View Document]()

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 92.06

2.1.1.1 **Number of students admitted year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
422	437	368	347	341

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

2019-20	2018-19	2017-18	2016-17	2015-16
476	458	401	389	358

File Description	Document
Institutional data in prescribed format	[View Document]()
Any additional information	[View Document]()

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 58.94

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

2019-20	2018-19	2017-18	2016-17	2015-16
61	61	52	37	32

File Description	Document
Average percentage of seats filled against seats reserved	[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 and organises special Programmes for advanced learners and slow learners

Response:

The **academic learning** level of students is assessed, verifying their **previous academic record**, their marks **class tests** and **internal** and **end semester** examinations. The proficiency of students in **non-academic areas** is identified, assessing their quality of performance in interdepartmental competitions, workshops, extension programmes and NSS activities. Considering these parameters, teachers spot the advanced and slow learners in every batch, and each of them is given required personal care.

FINA: FRIEND IN NEED ACCOMPANIMENT

FINA is a unique scheme introduced by IQAC to cater to the needs of slow learners: the best performers in every batch take up the responsibility of assisting and accompanying the academically weak students, applying the dictum: "A friend in need is a friend indeed." A team of 'experts' with teaching skill among the batch-mates is selected by the class teacher, and each of them is entrusted with slow learners to motivate and offer **remedial coaching** for difficult subjects, outside the academic hours.

Teachers closely monitor FINA process, providing **simplified notes,** holding **additional written and oral tests**, and correcting the flaws in their answer sheets. Extra classes are arranged to clarify their doubts and to re-explain the tough segments in the syllabus.

The best testimonies for the effectiveness of FINA are the **2016-2019 BSW and 2017-2020 BCA batches** whose upsurge in university examinations was remarkable.

FACE: Faculty Accompaniment for Capability Enhancement

Faculty Accompaniment for Capability Enhancement (FACE) is an innovative scheme introduced by IQAC to implement a key priority in the value charter of our college: "We value self-actualization with the full realization of one's potentials."

Teachers play the role of **"alchemists"** discovering and enhancing the talents and leadership skills of students. 'Talent Hunt', an interdepartmental cultural competition is held at the beginning of the academic year to identify the talented students from the freshers. Interdepartmental arts and sports fests are held in the middle of the academic year to select the best candidates for intercollegiate university level arts and sports competitions to secure grace marks. Teachers accompany and follow them up personally, **create platforms** for them to exhibit their talents and offer them the required training, arranging **seasoned professionals** from respective fields. The grace marks scored by students winning prizes in university and inter-university level sports and arts competitions in the last five years authenticate the efficacy of FACE.

To augment the **leadership skills** of students, Department of Journalism hosts intercollegiate campus film fest **DISC** (Donbosco International Silverscreen Carnival), Department of Commerce organizes **COMET** (South Indian Commerce Fest), Department of Management, **EQUINOX** (National Management

Fest), Department of English, **SLATE** (National Literature Fest) and **DISBEE** (Interschool Spell Bee Fest), and Department of Social Work conducts National **Social Work Research Conference.**

FINA and FACE packages are implemented by teachers, in close collaboration with parents. The A and A Plus scorers in university examinations, and the winners in university level arts and sports competitions are given due recognition, presenting **mementos, certificates and cash awards**, along with their parents during the **Merit Day** celebrations in the campus.

File Description	Document
Upload any additional information	View Document
Past link for additional Information	View Document

2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)

Response: 17:1

File Description	Document
Any additional 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:

In teaching methods, Don Bosco Arts & Science College keeps abreast of the times with the optimum utilization of modern technology tailoring to the needs of the student community: **Course Plan for Semester**

Teachers upload course plan for the whole semester in the college website/in the Moodle platform with programme and course outcomes, systematically scheduling the prescribed syllabus for each working day within the semester. The course plan facilitates students to be productive in the curriculum enhancement process.

Weekly Lesson Plans

Teachers prepare weekly lesson plans for each course being taught, and submit it every Monday for verification by Principal. Lesson plans carry the topics to be covered on the given hours of the each day of the week, the teaching methods, the relevance of topic from examination, career and life perspectives, brief description of key content and concrete examples. Lesson plan also specifies the homework/assignment to be given to students for self-work, depending on library books and e-resources.

Flipped Classroom

One of the creative strategies used to keep the students engaged is the flipped classroom approach, in which interest in the subject is aroused with an uploaded video session to be viewed in advance before class and follow-up is done in the classroom on interactive mode clarifying doubts and interiorizing further with assignments and group works.

Expeditionary Learning

Students are taken out of the classroom into the real world. Journalism students are given exposure programmes visiting newspaper and television news channel offices and radio stations. Management students have industrial visits. Computer Application students have study tour to software companies. Social Work students have orientation visits to reputed NGOs. Internships, field works and block placements are also integral segments of the curriculum enhancing their employability skills.

Dialogic Teaching

Through dialogue, teachers elicit students' views and creative outputs from their everyday experiences and personal perspectives, generating ideas, and clearing misunderstandings and preconceived notions and prejudices This Socratic method of asking and answering questions used widely for teaching theory papers stimulates critical thinking.

Project-Embedded Learning

Students acquire key knowledge and skills becoming active partners in the projects initiated by the institution and in ventures in progress networking with professional agencies and government departments. The students in the Department of Social Work are part of the team doing Social Impact Assessment (SIA) of several government projects. The extension programmes of the institution implemented through DISA (Don Bosco Initiatives for Social Action) are also carried out with the involvement of students. The projects that students are to complete in the last semester are closely monitored and followed up, making it tailored for the requirements of the job market.

Blended Learning

Applying the Multiple-Intelligences Theory of Howard Gardner, a wide variety of methods are adopted in teaching to cater to the diverse requirements of students: Computer-Assisted Learning with PowerPoint Presentations, Cooperative Learning with Group Assignments, Screening of Curriculum-Based Movies, Production of Short films, Documentaries, Music Albums, newspapers, magazines, radio programmes and television news.

File Description	Document
Upload any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

Don Bosco Arts & Science College is equipped with state-of-the-art ICT tools to enhance the quality of teaching-learning process:

39 Mounted Projectors in Classrooms

All the 39 classrooms (9 UG & 6 PG programmes: 9x3=27 & 6x2=12 =39) have mounted projectors for effective teaching using modern technology.

Audio-Visual Production Studio

The air-conditioned cutting-edge audio-visual studio established in the department of journalism has the required professional equipment (cameras, teleprompter, video and audio editing suites) and facilities for video content creation for academic purposes, and for providing journalism students with practical training in television news production and news presentation, and in the making of short films, documentaries, PSAs (Public Service Announcements), radio programmes, and music albums. There is also a mini-theatre to screen movies.

MOODLE

MOODLE (Modular Object-Oriented Dynamic Learning Environment), a learning management system is used as an online educational platform for students and teachers for continuous internal assessment, course plan, assignments, class notes, attendance and academic follow-up of students. www.tcs.donbosco.ac.in is the office automation software used for data creation and verification on students and staff.

Curriculum-Embedded Website:

College has curriculum-embedded website www.donbosco.ac.in for students to download all the question papers of university semester examinations from 2004 (question bank in the homepage), syllabus prescribed for the academic programmes in all semesters (academics in the menu), video lectures (video hub in homepage) and online library portal (library portal in homepage).

Library Portal: www.opac.donbosco.ac.in

Students have online access to college library. Library uses *BookMagic*, an Integrated Library Management System, for its in-house operations.

Calibre, a cross-platform e-book software is used for organizing existing e-books into virtual libraries, displaying, editing, creating and converting e-books, as well as syncing e-books with a variety of e-readers in the library.

Library subscribes e-books and e-journals through *INFLIBNET* (Information and Library Network) *N-LIST* (National Library and Information Services Infrastructure for Scholarly Content).

Shodh Ganga, a platform of PhD theses of Indian universities, *e-PG Pathshala*, a platform for curriculum based e-content in 70 subjects, and *National Digital Library*, a platform for e-books, e-journals, video lectures, project reports, in text, video and audio formats are also available.

Language Lab

College has best equipped language lab with 20 student consoles and one teacher console to enhance English language learning through specially-designed software for improving Listening, Speaking, Reading, and Writing (LSRW) skills.

YouTube Channel for Journalism and Spoken English

College has YouTube Channel as an online learning platform offering professional video lectures in Journalism, and Spoken English, in collaboration with one of the most circulated weeklies in India, *Malayala Manorama Weekly*: www.franciskarackat.com *Learn English Manorama Weekly.*

National Testing Agency's (NTA) Authorized Examination Centre

Having a high-tech Computer Lab with 68 computers, Don Bosco Arts & Science College has been functioning as an authorized examination centre of National Testing Agency National Testing Agency (NTA) for holding entrance examinations for admission/fellowship in higher educational institutions.

MOOC Certificate Courses in SWAYAM

Teachers and students have done several **(include numb**er) online certificate courses in MOOC platform SWAYAM.

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View Document

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 18:1

2.3.3.1 Number of mentors

Response: 65

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	[View Document](#)
mentor/mentee ratio	[View Document](#)
Circulars pertaining to assigning mentors to mentees	[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: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	[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. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 5.27

2.4.2.1 **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
3	4	3	3	3

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	[View Document](#)
Any additional information	[View Document](#)

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest

completed academic year in number of years)

Response: 3.49

2.4.3.1 **Total experience of full-time teachers**

Response: 241.1

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	[View Document](#)
Any additional information	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

Don Bosco Arts & Science College strictly adheres to all the norms and guidelines stipulated by Kannur university for internal assessment. All the criteria and yardsticks of evaluation are systematically implemented and properly maintained for future references. Periodical updates and instructions on internal assessment tabulations are given to both faculties and students for transparency and precision.

Grievance Redressal Committee

The institution has departmental and institutional level Internal Assessment Grievance Redressal Committee. Students have to register their complaints at the departmental level committee, if there are grievances. The committee scrutinizes the complaint, gives hearing to the complainant and the grievance is redressed. The complaints which cannot be rectified at the departmental level are forwarded to the institutional level committee for further inquiry and time-bound redressal. An academic audit is done at the end of each semester to ensure that there is probity in all procedures connected with internal assessment.

Directions to Faculties

Principal convenes a staff meeting before every internal examination and gives general instructions to faculty members to ensure that invigilation in examination halls is done with firmness to prevent malpractices and answer script evaluation is done with accuracy avoiding favoritism and leniency.

Internal Examinations

The Internal Examination Coordination Committee conducts two internal examinations in each semester: First Internal after the completion of 40 percent of syllabus, and Second Internal following the university question pattern after the completion of the syllabus as a model examination. Internal examinations are held in halls having CCTV surveillance

Class Tests

To enhance the academic performance of the students, IQAC introduced a unique system of four class tests by each of the course teachers in each semester, to refine the examination writing skill of students, apart from the two internal examinations held in common for the whole college.

Attendance

Every department maintains a separate course-wise attendance register for marking the attendance of each hour. Class-wise attendance is marked at the end of each day by the class in-charge on the basis of course attendance. The status of class attendance is displayed on the department notice board after the approval of the principal at the end of every month. This practice enables students to get monthly updates on their attendance percentage.

Assignments

Each student is given an assignment topic by the concerned course teacher supplementing the given syllabus. Assignments of students are evaluated and returned. Notebooks are submitted to course teachers periodically for verification.

Seminars

Every student is given a chance to present a seminar on topics supplementing the given syllabus. The seminar is evaluated by the respective course teacher in terms of structure, content, presentation, and interaction.

Consolidated Internal Marks

The consolidated course-wise internal mark sheets prepared as per the university format are given to students for verification. Ensuring that no grievances are pending, students sign the mark sheet. After getting it ratified by the Principal, the mark sheet is submitted to the university.

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

2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient

Response:

Don Bosco Arts & Science College has a well-established, transparent, time-bound and efficient mechanism to deal with the internal and external examination related grievances:

CBCSS Coordinator

There is a college level CBCSS Coordinator who functions as a link between the academic section of Kannur University and the college, monitoring and coordinating the implementation of the Choice Based Credit and Semester System, ensuring that all the requirements pertaining to the curriculum and the examinations are met meticulously.

CBCSS Coordination Committee

The CBCSS Coordination Committee, comprising the Chief Coordinator and the Department Coordinators, functions as a core team in the college to bring standardization and accountability in all academic operations. The schedules for internal examinations are announced in advance for teachers to complete the syllabus and for students to prepare for examination.

College Internal Examination Committee

The Internal Examination Committee conducts two internal examinations each in every semester. The two-hour first internal examination, held in the middle of the semester, covers 40% of the syllabus. The three-hour second internal examination, conducted at the end of the semester as a model examination applying the university question pattern, encompasses the whole syllabus. The internal examinations are held for the first, the second and the third year students separately in halls with CCTV cameras to prevent malpractices and to enforce discipline. The Internal Examination Committee sets deadline for submission of question papers, publication of internal marks, updating of Progress Report and forwarding of internal marks to parents through SMS.

Departmental Internal Examination Committee

The Departmental Internal Examination Committee ensures that each course teacher conducts two class tests before the first internal examination and two class tests before the second internal examination to facilitate students perform best in the end semester university examinations. The question papers of class tests are presented as part of the Weekly Lesson Plans submitted to Principal every Monday. The marks secured by the students in the four class tests and two internal examinations are tabulated proportionately to fix the final internal marks for the students. The Departmental Internal Examination Committee redresses the grievances submitted by students within the department.

College CBCSS Committee

The College CBCSS Committee, consisting of the Principal, five senior faculty members, College Union Chairman and Vice-Chairperson, is the ultimate authority for the redressal of grievances unresolved in the Departmental Committee.

Continuous Internal Evaluation System (CIE)

The internal assessment of students within a semester is carried out through a Continuous Internal Evaluation System (CIE) in which four class tests, two formal internal examinations, attendance, assignments and seminars are the criteria for mark allotment. Attendance is taken every hour by the concerned course teacher and course-wise attendance registers are maintained. The attendance report of all the students is placed on the department notice board on the last working day of every month for verification. Seminar presentations of students are evaluated taking into account the quality of content and communication proficiency. Assignments given as homework are verified with the periodical submission

of notebooks.

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

As per the recommendations of the UGC on the Evaluation Reforms in Higher Educational Institutions in India, the Outcome-Based Education (OBE) was studied in-depth and implemented. The objectives of Outcome-Based Education, the Programme Outcomes (POs), the Programme Specific Outcomes (PSOs) and the Course Outcomes (COs) for all 8 departments offering 14 programs are framed given the vision, mission and value charter of the college. They are stated and displayed on the college website and communicated to teachers and students.

Link (Vision and Mission): https://donbosco.ac.in/

The professional accomplishments aimed at by each programme and the attainment of the same by the students are described. POs incorporate inter-related knowledge, skills and personality traits to be acquired by the students during their graduation.

The POs are envisioned through five sections:

1. Academic Pursuit
 Capacitating one's potentials in acquiring knowledge through critical thinking, creative and innovative methods, and interventions. Learning career management skills to find solutions to problems in the present and future.

2. Morally Upright Citizenship
 Honing individuals with sound character built on moral and spiritual values.

3. Effective Communication

 Articulating oneself (oral and written) through modern languages. The mastering of the English Language as a passport to global citizenship.

4. Socially Responsible
 Moulding individuals committed to the service of the needy. Cultivating interdependency through inclusive relationship, gender equality and mutual accountability.

5. Environmentally Committed

Shaping environmentally conscious citizens to contribute towards the well-being of society and humanity at large.The teaching-learning process is evaluated periodically and communicated to teachers at the IQAC meetings and staff meetings. Students are educated and provided with the detailed syllabus and course outcomes in each course and the assessment strategy. Feedbacks from students and teachers are collected to improve the teaching-learning process.The outcome statements with the syllabus are shared with students to realize that knowledge and techniques learnt in each course have a direct implication for the betterment of society and its sustainability. The 9 UG and 4 PG courses offered by the institution emphasize academic quality. It focuses on empowering students for higher studies, research, employment/entrepreneurship and preparedness for competitive examinations.

Links to PO, PSO and CO's (Department wise): *http://donbosco.ac.in/academics/*

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	[View Document](#)
Upload any additional information	[View Document](#)
Past link for Additional information	[View Document](#)

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

Evaluation of the level of attainment:
Don Bosco Arts and Science College has adapted the Outcome-Based Education framework for arriving at the vision and mission. The Programme Outcomes and Course Outcomes are pointers for the realisation of the objectives set for the institute. These objectives and programme outcomes are tested and evaluated on the students. The PSO's are measured through competency mapping of knowledge and skills. A **Continuous Internal Evaluation (CIE)** method measures the knowledge, critical thinking and skills of students.

The attainment of Programme Outcomes (POs) specifies the creation and development of student's aptitude, skill, ability and capacity for:

- Employment
- Critical thinking
- Social Responsibility
- Political Awareness
- Professional Ethics
- Social Responsibility
- Environmentally committed
- Women Empowerment
- Inclusive Education

Programme Specific Outcomes (PSOs) and Course Outcomes (COs) concentrate on areas such as:

- Subject Expertise
- Local, national and global awareness
- Quest for Research
- Employment opportunities

Each Department adapts direct and indirect assessment methods to ensure the attainments of PO's and CO's.

Direct Assessment Methods:

1. Regular conduct of class tests
2. Internal Examinations (Two internal tests are conducted before each Semester exams)
3. Group discussion/Activity
4. Laboratory performance
5. Project work, Fieldwork, Rural Camps, Industrial visits
6. Assignments and Seminars
7. Semester Examinations (University)
The score of the above assessment methods is tabulated for the evaluation of CO's.

Indirect Assessment Methods:

1. Feedbacks
2. Surveys
3. Co-curricular activities
4. Extra-curricular activities

A feedback mechanism is used to improve the teaching-learning process in our Outcome-Based Education.

Internal examinations and evaluation are the requirement for the continuous assessment and are essential for the fulfilment of the COs and PO's. The examination committee sees to the effective implementation of the internal examinations, and the results are mapped with the course outcomes and programme outcomes.

Each Department initiates evaluation methods such as:

- Class Tests
- Field Works & Rural Camps
- Industrial Visits
- Block Placements
- Study Tours
- Practical Work & Internships
- Seminars

Besides these, our College also tries to attain the course outcomes and program outcomes by conducting:

- Cultural Activities
- N.S.S
- Soft Skill development programmes
- Motivational Sessions
- Career Counselling
- Communication Skills
- Extension Activities etc.

Mapping of CO and Course attainment:

Course plans are prepared with each activity linked to CO's and the percentage of marks awarded.

Weightage 0	Nil	0%
Weightage 1	Low	1-50%
Weightage 2	Moderate	51-70%
Weightage 3	Significant	71-100%

Based on the percentage of marks attained, the programme outcomes are evaluated. PO attainment level is based on attainment levels of Direct Assessment and Indirect Assessment. 80% weightage is given to Direct assessment and 20% weightage to Indirect assessment through surveys from students (mostly) and employers (to some extent).

File Description	Document
Upload any additional information	[View Document](#)
Paste link for Additional information	[View Document](#)

2.6.3 Average pass percentage of Students during last five years

Response: 77.59

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

2019-20	2018-19	2017-18	2016-17	2015-16
254	248	234	242	292

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

2019-20	2018-19	2017-18	2016-17	2015-16
367	321	318	309	326

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View Document
Upload any additional information	View Document
Paste link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.36

File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 22.05

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

2019-20	2018-19	2017-18	2016-17	2015-16
4.78	11.43	5.59	0	0.25

File Description	Document
List of endowments / projects with details of grants	[View Document](#)
e-copies of the grant award letters for sponsored research projects / endowments	[View Document](#)

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 2.9

3.1.2.1 **Number of teachers recognized as research guides**

Response: 2

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

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 16.13

3.1.3.1 **Number of departments having Research projects funded by government and non-government agencies during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
2	2	2	2	2

3.1.3.2 **Number of departments offering academic programes**

2019-20	2018-19	2017-18	2016-17	2015-16
14	14	12	11	11

File Description	Document
Supporting document from Funding Agency	[View Document](#)
List of research projects and funding details	[View Document](#)
Any additional information	[View Document](#)
Paste link to funding agency website	[View Document](#)

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

Don Bosco Arts & Science College has created an ecosystem for innovations, with material and human resources, and appropriate linkages.

DIMERI: Ecosystem for Innovations

The ecosystem for innovations established by the institution is DIMERI: **Donbosco Innovative Motivational & Educational Resources Incubator**. DIMERI is the video content creation centre for motivational and educational resources.

DIMERI productions are of professional quality as the institution has a state-of-the-art air-conditioned audio visual production studio with the required paraphernalia for production and postproduction (cameras, lighting, editing suites, sound recording, chroma-key etc.). The Department of Journalism has seasoned human resources for preproduction, production and postproduction works. Appropriate linkages are also established with the mainstream media organizations like Malayala Manorama Group, owning the most circulated newspaper and Weekly, and leading news and entertainment channels in Malayalam.

DIMERI is in the college website www.donbosco.ac.in homepage (video hub). 'Spoken English'/'Learn English' (www.franciskarackat.learnenglish) , is a unique e-video resource made in collaboration with

'Malayala Manorama Weekly' (https://eweekly.manoramaonline.com), the largest selling weekly in India, for mastering English language with innovative lessons on grammar, vocabulary and pronunciation, as a regular column with QR code.

Journalism lectures (www.franciskarackat.journalismlectures) are in-depth video sessions used by journalism departments of universities, affiliated colleges, and journalism institutes. Inspirational talks (www.franciskarackat.inspirationaltalks) both in English and Malayalam are also included in DIMERI.

Motivational videos are special segments in DIMERI. 'No Handshake' was made as part of COVID 19 Break the Chain campaign, to conscientize the public about social distancing and use of sanitizer. 'Respect Nature' and 'World Environment Day' video resources are on environmental protection. 'Let's End Racism' and 'Key to Happiness' are value education video resources.

DIMERI has made several Public Service Announcements (PSAs), 30-second to one-minute videos, made in the public interest disseminated with the objective of raising awareness of, and changing public attitudes and behaviour towards social and environmental issues and concerns like global warming, de-forestation, air pollution, drug addiction, smoking, alcoholism, child rights and child protection, traffic rules, domestic violence, gender discrimination, gender neutrality, child labour, migrant labour, water conservation, water pollution, body shaming, communal harmony, women's safety, women empowerment, junk food, obesity, and voting rights.

DIMERI has made many documentaries some of which are very special and unique in terms of their use as reference materials for future generations. The two documentaries on Iritty and Kootupuzha bridges constructed in 1933 during the British rule have the focus on the bridge's unique structure and style. The 20-minute documentary 'Kinavu Pole Nila', is on Bharathappuzha, also known as the Nila, having a length of 209 km, the second longest river in Kerala after the Periyar. It was Nila that groomed the culture and life of South Malabar part of Kerala. This documentary is an authoritative resource for those seeking information on reasons why this river is on the course of natural death and on strategies for its restoration.

The short films and music albums on relevant themes are the other prized items in DIMERI.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 15

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

2019-20	2018-19	2017-18	2016-17	2015-16
4	2	4	4	1

File Description	Document
Report of the event	[View Document](#)
List of workshops/seminars during last 5 years	[View Document](#)

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 2.5

3.3.1.1 **How many Ph.Ds registered per eligible teacher within last five years**

Response: 5

3.3.1.2 **Number of teachers recognized as guides during the last five years**

Response: 2

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	[View Document](#)
Any additional information	[View Document](#)
URL to the research page on HEI website	[View Document](#)

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

Response: 0.46

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

2019-20	2018-19	2017-18	2016-17	2015-16
16	2	4	3	3

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

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

Response: 0.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
5	6	0	0	1

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

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

Our Value Charter declares*: "We value committed service to the needy as an obligation."*

Involvement in Public Health Centres

The institution has linkages with the Public Health Centres (PHCs) and Taluk hospitals in neighbouring panchayats and municipalities, for students to collaborate with the officials in the Health Department to conscientize the public about preventive measures against the spread of common monsoon diseases like dengue and chikungunya. They conduct surveys, and assist Panchayats, Municipalities, Department of Social Justice, Department of Child Welfare, and Central Prisons in the implementation of various government projects, nurturing a keen civic sense.

Involvement in Care Homes

Students accompanied by teachers visit Care Homes: *Sneha Bhavan*, Old Age Homes in Koottupuzha and Charal, *Providence H*ome for the mentally and physically challenged, *Mythri Bhavan*, Old Age Home in Aralam, *Sneha Sparsham*, the Pain & Palliative Care Unit, Christuraja Hospital, Thokkillangady and *Chakkarakuttan* Orphanage in Ulikkal.

Spending a day with the inmates of these Care Homes at different times, students from different departments wash their clothes, bed sheets, blankets, cut their hair, clean up surroundings, offer meals, supply groceries, and entertain them with cultural programmes.

Students sponsor groceries required for *Balika Bhavan*, an orphange at Palathinkadavu since two years. Getting involved in Care Homes, students have cultivated empathy, and have become humane and philanthropic.

Involvement in Flood Relief Ventures

Students were actively involved in the rehabilitation of flood victims when torrential rain and landslips wreaked havoc in Kerala in 2018 and 2019. One lakh rupees was donated to Chief Minister's Relief Fund, and Rs. 50,000 to Kannur University NSS Relief Fund.

Students distributed food items and clothes worth Rs. 1,75,000 in relief camps. Study tables and chairs were offered to 30 school children in a tribal colony at Ambayathode. Students were engaged in clean-up drive with the army personnel. These civic engagements taught them how to respond proactively to natural calamities.

Involvement in COVID 19 Lockdown Phase

During the Covid 19 lockdown period, when people from backward communities struggled to survive confined to their house, students raised fund and distributed food packets to 100 families, donated LED TV to tribal colony at Enthumkary for children to attend class on VICTERS channel, and sponsored eight smart phones for poor students to attend online classes. In partnership with the District Mental Health Programme, students were engaged in counselling people quarantined in Kannur district for a month, enhancing the social intelligence of students.

Involvement in Snehaveedu Construction

Students took the lead in the construction of five houses for homeless families in the last five years, contributing money, raising fund, and engaging in manual labour, imbibing an inner urge to help the needy, and to network with others for a noble cause.

Involvement in DISA & Childline

DISA's schemes targeting the empowerment of women and senior citizens, and *Childline*'s programmes for child protection are carried out, with the effective involvement of students, giving them opportunities for strengthening their social commitment.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 15

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

2019-20	2018-19	2017-18	2016-17	2015-16
4	6	3	2	0

File Description	Document
Number of awards for extension activities in last 5 year	[View Document](#)
e-copy of the award letters	[View Document](#)

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

Response: 185

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

2019-20	2018-19	2017-18	2016-17	2015-16
78	35	20	30	22

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

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 100

3.4.4.1 **Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
1152	1073	975	924	904

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 Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 239

3.5.1.1 **Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
81	35	37	46	40

File Description	Document
e-copies of related Document	\text{View Document}
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	View Document

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 16

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**

2019-20	2018-19	2017-18	2016-17	2015-16
1	5	2	4	4

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	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 infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

Campus

Located at a **verdant and scenic spot**, away from the hustle and bustle of city life, spread across **21.3 acres of land**, and rejuvenated by the **soothing stream** flowing on its side, Don Bosco Arts & Science College is recognized as a **'Model College'** with a well-maintained state-of-the-art infrastructure, on equal footing with the most established city colleges in the region.

The college **building, having 8109.38 sq. m. area**, is well-designed and made elegant, to meet the academic requirements, keeping abreast of the times. The construction of an **air-conditioned balcony-embedded auditorium of 1,115 sq. m area**, with a seating capacity for 1,200, having classy paraphernalia, is nearing its completion.

Classrooms

All the **39 classrooms** for the **9** UG (9x3=27) and 6 PG (6x2=12) programmes are **ICT-Enabled with LCD projectors** facilitating innovative teaching-learning process. **Classroo**ms for bigger batches of 48-60 students have **76.76 sq. m** area, and the classrooms for batches of less than 30 students have an area of **54.68 sq. m**.

Computer Lab

The ICT-Enabled Computer & Language lab with **65 systems** is well-furnished **with 189.2 sq.m.** area with UPS & Battery Room and Staff Cabin.

Psychology Lab

Psychology Lab is equipped with **30 Assessments, and 18 Experiments Apparatuses**, and is furnished with 30 individual tables and chairs, extended to an area of **107.45 sq. m**.

Air-conditioned Journalism Audio Visual Production Studio

The air-conditioned Audio Visual Production Studio with **cameras, visual and audio editing suite, chroma-key and lighting-paraphernalia, teleprompter** and other high-tech facilities, used for offering practical sessions for journalism students, and in-house productions, is of **79.93 sq. m. area.**

Air-Conditioned Conference Hall

The air-conditioned Conference hall, with ICT-Enabled Ultra Short Throw **EB S-585 LCD projecto**r, a raised-platform, writing-pad embedded cushion chairs, is spacious with **114.61 sq. m. area** to

seat 120 participants.

Film-Screening Theatre

The theatre equipped with **EB-S41 WXGA projector** and sound system in the Department of Journalism, primarily used for screening movies, and with a wide screen television set for watching 24-hour news and current affairs channels made available through Cable TV linkage, has an area of **81.03 sq. m**.

Two Seminar Halls

There are two additional seminar halls, one in the **Department of Social Work** and the other in the **Department of Psychology**, equipped with ICT-Enabled **EB-S 42 projectors and sound system**. The Seminar Hall in the Social Work Department is of **109.52 sq. m. area**, and the Seminar Hall of the Psychology Department is of **82.15 sq. m. area.**

Library

The library, fully automated with **Integrated Library Management System Software** *Book Magic*, made *online with 24-hour search availability* of books (http://opac.donbosco.ac.in) having access to: http://www.inflibnet.nlist, National Digital Library, Open Access Journals, e-journals, e-books, dissertations, previous question papers and video lectures, has three sections: **Circulation** and **Stack** sections have **380.92 sq.** m. area, **Reference** Library and **Digital** Library sections are of **184.2 sq. m. area.**

Having a **total area of 646.755 sq. m,** with a seating capacity for 161**,** library has 17,039 print books, 1,60,809 e-books, 55 print journals and periodicals, and 6293 e-journals.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response:

DBASC is widely recognized as a **campus with large-scale extra-curricular activities** in Kannur University, for **students to grow smart and confident**.

DISC:Film Fest

Journalism Department organizes **DISC (Donbosco International Silverscreen Carnival),** a prestigious **residential campus film festival**, targeting primarily the students from rural areas whose film

exposure is confined to Malayalam, Tamil and Hindi movies, **for an initiation into 'world classics.'**

DISC, launched in 2010 participated on an average by **480 students from and outside Kerala**, is held with the screening of movies in **four theatres** in the campus, along with film appreciation sessions by **renowned film critics like John Paul** who had penned screenplays for nearly 100 Malayalam movies.

DISC has instituted **awards for best campus short films, and for best documentaries**. Intercollegiate competitions like **film quiz, film review, photography, and television anchoring and news presentation** are conducted. The winners are honoured at the grand award ceremony punctuated with cultural events.

COMET: Commerce Fest

Commerce Department hosts COMET, a known residential commerce fest, having around **300 delegates** from different colleges in south India. **Started in 2011**, COMET is a **platform for commerce students to showcase their business acumen and skills. Business quiz, business manager, and marketing and event management contests are held**. The winners are honoured at the mega concluding ceremony.

SLATE: Literature Fest

English Department hosts SLATE, a widely-recognized intercollegiate literature fest, having an **average of 250 students** participating from different colleges across south India. **Launched in 20**14, this residential fest is a platform for literature students to **showcase their literary talents**. **Best Communicator, Literature Quiz, Magazine, Short Story, Paper Presentation, Versification and Film Review** competitions are held. The winners are honoured at the gala concluding ceremony made colourful with cultural programmes.

EQUINOX: Management Fest

Management Department hosts EQUINOX, a leading Management Fest. **L**aunched in 2018, it is participated by about **250 students** from different colleges. Equinox is a forum for management students **to showcase their managerial proficiency.** Best management team, best manager, HR game, and management quiz competitions are held and winners are honoured at the grand finale.

DISBEE: Spell Bee Fest

MA English students organize DISBEE, Donbosco Interschool Spell Bee contest for **High School and Plus Two students** to gain competency over vocabulary and to excel at reading and writing. S**tarted in 2019,** about 150 children participate in the competition. **University Arts & Sports**

DBASC normally has the **Fifth place** in final tally for university **Arts Fest**, and the **Sixth place** for university sports and games.

Facilities

College has an **auditorium** (646 sq. m.), three **badminton indoor courts** in the college (646 sq. m) and hostel (225 sq m.), 4,500 sq. m**. tug-of-war, cricket and football** ground, 540 sq. m. **basketball** court, 286 sq. m **volleyball** court, 200 meter **athletics track**, 43.8 sq m. **Yoga** Hall, a **Table Tennis** Hall (43.8 sq.

m) and a **Mini-gymnasium**.

The paraphernalia for sports and games is available in the Department of Physical Education.

The construction of **an air-conditioned auditorium** with seating capacity for 1,500 is nearing its completion.

File Description	Document
Upload any additional information	View Document
Paste 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. *(Data for the latest completed academic year)*

Response: 95.45

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 42

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 30.96

4.1.4.1 **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
25.00	50.00	30.00	22.34	8.56

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	[View Document](#)
Upload 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 Arts & Science College library is fully automated with Integrated Library Management System Software **Book Magic** since 2010.

- Name of ILMS software   : ***Book Magic***
- Nature of automation (fully or partially)   : Fully
- Version   : 5.0
- Year of Automation   : 2010

Library is made online, with **24-hour search availability of books** http://opac.donbosco.ac.in/

24-hour Online Library (http://lib.donbosco.ac.in/) that offers access to:

- www.inflibnet.nlist
- National Digital Library
- Open Access Journals
- E-journals
- E-books
- Dissertations
- Previous Question Papers
- Newspapers
- Periodicals
- Video Lectures etc

Features of *Book Magic*

- Book Magic is one of the leading Windows based Library Automation Softwares using library standards such as MARC 21, Z39.50
- Support data capturing devices like RFID and barcode reader.
- Catalogue and Classification.
- Circulation – Issue and return of documents/books.
- Periodic Control – Ordering and receiving of periodicals, searching periodical article titles by keyword.
- Marking of entry and exit of users
- Stock verification.
- Multi-level security options

Learning Resources	Numbers
Print Books	17039+
E-books	160809 above
Journals/ Periodicals	55+
E-Journals	6293 above
CDs	198

Library has total area of 6200 sq.ft on two floors with a seating capacity of 161.

A Digital Library with 12 computers facilitates with e-resources.

Facilities

- Uses *BookMagic,* an Integrated LMS, for its in-house activities and has Web-OPAC terminals at various locations which allow users to search a book through various fields such as author, title, subject, keyword, publisher etc. It also provides CD-ROM search, project report search, article title search facilities.
- Books are classified using 'Dewey Decimal Classification' system and are arranged in the shelf accordingly.
- Provides free internet service t all its members.
- Newly added books are displayed in 'New Arrival Display Board' at the entrance.
- Identity card containing barcode is provided to the members. Using this ID card, member's entry and exit is marked in the computer at the entrance of the library. All the books in the library are bar coded .The issue and return process are carried out at the circulation desk using the bar codes.
- *Calibre digital library* (an open-source e-book software that provides e-gateway to e-books, previous years' question papers, dissertations, open access journals and *Shodhganga*.). Digital library can be accessed online with required username and password.
- Library is a member of National Digital Library of India., *INFLIBNET*, *N-List* for access to e-resources.
- *Kindle e-book reader* is provided to library users. *Braille books* are available to specially-abled users.
- Orientation Programme for users is provided at the beginning of the academic year on various facilities, services and resources available in the library.
- Collection of books includes a wide range of subjects: English literature, psychology, commerce, computer applications, journalism, social work, mathematics, management, Malayalam and Hindi, general knowledge and current affairs. The library is automated and has a spacious reading hall and reference section.
- Library has Wi-Fi facility, and CCTV surveillance for security.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for Additional Information	[View Document](#)

4.2.2 The institution has subscription for the following e-resources

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases
6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	[View Document](#)
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	[View Document](#)

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 3.96

4.2.3.1 **Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
5.40718	3.20195	4.51005	3.58929	3.09757

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	[View Document](#)
Audited statements of accounts	[View Document](#)

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the last completed academic year

Response: 8.76

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 107

File Description	Document
Details of library usage by teachers and students	[View Document](#)

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Don Bosco Arts & Science College strives to provide state-of-the-art technologies and to update its IT facilities tailoring to the requirements of the curriculum. The strategies adopted for ensuring adequate infrastructure are:

1. At the beginning of the academic year, the need for replacement/ up-gradation/ enhancement of the existing infrastructure ad IT facilities are carried out by the Management Council, after considering the recommendations of Academic Council, Staff Council and Department Council, and after reviewing course requirements, computer–student ratio, budget constraints and working conditions of the existing facilities.

2. Renewal of Annual Maintenance Contract (AMC) is done at the beginning of the academic year for the deployed software applications, UPS and Generator.

3. College regularly reviews curriculum requirements, and accordingly the internet bandwidth is upgraded on fast-track mode.

4. IT department maintains, secures, and ensures legal and appropriate use of Information Technology infrastructure established in the campus.

LAN Facility

New desktop computers and displays are purchased periodically, with Linux and Windows operating system in use.

For computer power maintenance, 5 UPS by 3KV with 22 100 AH Batteries are in operation. For Internet local network, six 16 port capacity Gigabyte switches, and for internal connectivity ONU Modem are deployed in the computer lab.

No of Computers	Features
30	Dual Core,Internet connectivity
78	Quad core configuration,Internet connectivity
5	Celeron configuration
Total : 113	

Wi-Fi and CCTV Surveillance Facility Wherever high speed connectivity is required, wired connection through optical cable LAN services is provided to all Departments. Internet facility is provided in all classrooms, laboratories and offices through LAN connection.

Our campus is Wi-Fi-enabled to promote digital flow and is controlled using 5 routers and servers. Server has a Linux based *Ubuntu* platform. IT department extends support to both students and faculty.

College is fully under CCTV camera surveillance with the deployment of:

- 62 cameras
- 32 port POE switches
- 43 inch monitor
- 2 NVR Units

Computer Lab

Computer lab is well-equipped with 68 assembled PCs adequately supported by 100Mbps leased lines for internet connectivity by *KeralaVision* opticalfibre cable network system. Computer labs are well-connected to the internet, facilitating the students and the faculty to carry out their academic projects, assignments and research. Lab Assistant is available to support students and faculty.

Seminar Hall

The air-conditioned seminar hall is furnished with wall-mounted Ultra Short Throw EB S-585 W projector, having 800W sound system,2KV UPS power backup, and a laptop.

MCJ Studio & Theatre

The Department of Journalism is equipped with a film-screening theatre connected to Epson EB S-41 WXGA Projector, and with an air-conditioned audio-visual production studio with:

- Best quality DSLR cameras(Mirrorless-Nikon Z 6)

  Nikon D5600 18-140mm

  Canon 77D 18-135mm

  DJI Osmo

- Prime lenses (30mm,50mm,85mm)
- Zoom lenses(24-70mm)
- Three-Point-Lighting

  Simplex LED Lights(2)

- Microphones
- CAD microphone Phantom powered
- Audio Mixer

  Focusrite 2i4-USB Audi Interface

Behinger Premium 8 input sound mixer

- Television(Samsung 55 inch HD LED)
- Chroma Screens
- 2 Lapel Mikes(Rode)
- Teleprompter
- Editing Suite(FCP-Mac)
- Sound Mixing PC(Core i3)
- Humidity control cabinet(50lts)

Digital Library

Digital Library has 12 desktop computers, using N-computing technology to access online INFLIBNET database.

File Description	Document
Upload any additional information	[View Document]
Paste link for additional information	[View Document]

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

Response: 12:1

File Description	Document
Upload any additional information	[View Document]
Student – computer ratio	[View Document]

4.3.3 Bandwidth of internet connection in the Institution

Response: A. ?50 MBPS

File Description	Document
Upload any additional Information	[View Document]
Details of available bandwidth of internet connection in the Institution	[View Document]

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and

academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 77.66

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

2019-20	2018-19	2017-18	2016-17	2015-16
69.52	82.06	65.22	78.51	43.72

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	<u>View Document</u>
Audited statements of accounts	<u>View Document</u>

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:

Don Bosco Arts & Science College has well-established systems and procedures for offering state-of-the-art infrastructure, and for maintaining and utilizing physical, academic and support facilities in the campus:

Administrative Office

The administrative wing in the organizational structure of the college scrutinizes, monitors, plans and executes the infrastructural upgrading and maintenance periodically. College Administrator is the head of administrative office, and he functions under the supervision of the College Management Council.

College Management Council

College Management Council is the decision-making body in the organizational structure. The infrastructural, maintenance and utilization policies are formulated by the College Management Council, taking into account the recommendations and proposals from the Governing Body, the Advisory Committee, the Academic Council, the Staff Council, the Department Staff Council, the Parents Teachers Association (PTA), the Alumni Association and the College Union.

Annual/Semester Academic and Co-curricular and Infrastructural Audit

A detailed annual evaluation is carried out at the end of the academic year in all Department Staff Councils, identifying the strengths, achievements, deficiencies, challenges and proposals for the following year. The reports of each of the Department Staff Councils are presented before the Staff Council and the

Management Council for appropriate interventions and implementation.

Evaluation is done eliciting feedback from students periodically in every semester. The suggestions given as part of the assessment for further improvement are codified and presented before the Academic Council and the Management Council for execution.

The observations and recommendations of parents during the PTA General Body Meetings, the Batch PTA meetings and the PTA Executive Committee Meetings are also considered for corrective action.

The Alumni Association's suggestions are also given due consideration by the Management Council for upgrading the facilities available in the campus.

Planning Committee

The Planning Committee prepares the Annual Budget ahead of the academic year in the month of April, computing the income and the expenses and allocating fund for the maintenance and the upgrading of the facilities in the campus. The suggestions from all the stakeholders are studied in depth, and the viable projects are implemented in time-bound mode, after getting the annual budget ratified by the Management Council.

Finance Committee

The Finance Committee, on a monthly basis, verifies the implementation of the annual budget, prioritizes the maintenance and upgrading of facilities, considering the availability of fund and the urgency of the infrastructural requirements. Month-wise financial statements are prepared for scrutinization.

Purchase Committee

The Purchase Committee maintains the stock register of the facilities available in the campus and makes the required arrangements for the purchase of infrastructural paraphernalia, ensuring quality, durability and affordability.

Policy for Library

The Library Committee headed by the Principal, with the Librarian and the Heads of all Departments, prepares budget for each academic year after taking stock of the books and the online facilities, to buy the required books for all academic disciplines, to subscribe newspapers, magazines, journals, INFLIBNET and other e-resources, to upgrade the existing software periodically, to enhance the digital library with more computers, cutting-edge internet facilities, more furniture, furnishings, and book-shelves. The Management Council responds to the requirements of library on fast track mode.

The policy, rules and regulations for the utilization of library facilities are given in the college website and in the College Handbook.

olicy for Computer Lab

The best equipped computer lab with 65 systems is supervised by a full-time staff who maintains

and upgrades the facilities to cater to the academic requirements of students. High-speed unlimited internet connection is available in the computer lab. UPS backup supports the lab whenever there is power failure. High-power generator is also used when required. The National Testing Agency has been using the computer lab as an examination centre for conducting entrance examinations. The official guidelines for the use of computer lab are given in the College Handbook.

Policy for Co-Curricular Activities

Institution has an official policy for the co-curricular activities in the campus, enshrined in the College Handbook: National Service Scheme (NSS), Nature Club, Dance and Music Clubs, Drama Club, Film Club, Photography Club, Debate Club, Entrepreneurship Club, Mentoring & Counselling Service and for Don Bosco Initiatives for Social Action (DISA).

The Department of Physical Education headed by the Director and assisted by the College Union, supervises all the activities pertaining to sports and games: ensuring amenities, identifying the sports talents from the time of admission and following them up with the interdepartmental competitions, arrangement of regular practices and professional coaching, organization of campus sports fest every year, participation of students in the university level intercollegiate athletics competitions and other sports and games tournaments. The effectiveness of the systems and procedures for maintaining and utilizing the facilities for physical education is proved with the number of students winning prizes and securing grace marks in the university level competitions. The best testimony is the declaration of two students of Don Bosco Arts & Science College as the best sportspersons of Kannur University for the academic year 2019-2020. The sixth position in the university as per the final tally published by the Physical Education Department of Kannur University validates the reputation the institution has on par with the established government and aided colleges in the region. The list of winners is given in the College Handbook every year.

The **College Union Council**, elected through the Presidential Mode, with all the students exercising their franchise, coordinates the co-curricular activities in the campus, under the supervision of Staff Advisors. Regular meetings are held to organize interdepartmental competitions. The major event of every academic year is the Arts Fest, conducted as interdepartmental contests, to spot the best performers for the university level arts fest. The rules and regulations for the arts fest in the campus are laid down and enforced meticulously. The best performers in various items are given professional training before being sent for university level arts fest. The large number of students winning prizes and obtaining grace marks in the university level arts fest authenticates the credibility of the institution offering ample opportunities to students for their career advancement in all spheres.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 23.05

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

2019-20	2018-19	2017-18	2016-17	2015-16
170	173	142	323	315

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	[View Document](#)
Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)	[View Document](#)

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 11.97

5.1.2.1 **Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
151	119	130	111	93

File Description	Document
Upload any additional information	[View Document](#)
Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)	[View Document](#)

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Response: A. All of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 82.89

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

2019-20	2018-19	2017-18	2016-17	2015-16
709	1073	601	924	825

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

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

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

08-07-2021 02:12:23

Response: A. All of the above

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

5.2 Student Progression

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

Response: 19.46

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

2019-20	2018-19	2017-18	2016-17	2015-16
34	60	56	67	98

File Description	Document
Upload any additional information	
Self attested list of students placed	
Details of student placement during the last five years (Data Template)	

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 126.98

5.2.2.1 **Number of outgoing student progression to higher education during last five years**

Response: 466

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education (Data Template)	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 100

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

2019-20	2018-19	2017-18	2016-17	2015-16
39	7	2	6	2

5.2.3.2 **Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
39	7	2	6	2

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 (Data Template)	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

Response: 403

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

2019-20	2018-19	2017-18	2016-17	2015-16
139	107	95	48	14

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	[View Document](#)
e-copies of award letters and certificates	[View Document](#)
Any additional information	[View Document](#)

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)

Response:

DBASC has always been **maintaining a pro-student approach** in all realms of campus life, infusing democratization and decentralization, with due representation given to students in administrative, co-curricular and extracurricular endeavours.

Election of College Union Leaders

DBASC holds **Presidential Mode** for the election of College Union leaders, with all the students in the campus exercising their franchise through the foolproof **secret ballot system**. The candidates who contest in the election are given an opportunity **to address the whole campus** for presenting their manifesto during the '**Meet-the-Candidate Programme'** held in the college auditorium, on the previous day of election.

College Union's Key Roles

College Union Leaders have a **very decisive role** in the campus as all the co-curricular and extracurricular activities in the campus are coordinated by them: **talent hunt,** interdepartmental **arts and sports fests, tournaments,** celebration of **festivals, Merit** and **College Day** programmes, **intercollegiate arts fest** and **tournaments.**

Representation in Committees

College Union leaders are given representation in the following key committees**:**

Three in **Anti-Ragging Monitoring Committee**

Two in **Ethics Committee**

Two in **IQAC**

Two in College Level **CBCSS Committee**

One in **Anti-Drugs Committee**

One in Women's **Anti-Harassment Cell**

Engagement in Campus Fests and National Research Conference

DBASC is a reservoir of campus fests to foster leadership, smartness, team spirit, interdependence, synergy and rapport among students. All the students of Department Associations are involved in the organization of all intercollegiate fests held in the campus:

MA Journalism students (DJA): **DISC** (Donbosco International Silverscreen Carnival), Campus Film Festival

BCom Computer Application (CAPEX),

BCom Cooperation (SYNERGIA),

BCom Finance (FINVEST) &

MCom (APEX) jointly host: **COMET**, South Indian Commerce Fest

BA English (DEA) &

MA English (ACME) jointly host: **SLATE**, South Indian Literature Fest

BBA (YOUMAST): **EQUINOX**, South Indian Management Fest

MA English (ACME): **DISBEE**, Donbosco Interschool Spell Bee Contest

MSW (SWAD) &

BSW (ASADI) jointly host: **National Research Conference** on Contemporary Issues

In all these mammoth events, students are on the forefront raising **fund**, mobilizing **participants**, spearheading **publicity** campaigns, performing **cultural programmes**, coordinating **food and accommodation** arrangements, monitoring **discipline**, grooming and conducting **competitions**, and chartering **chief guests**, specialists, and **jury** members.

Talent Hunt, Arts & Sports Fests, Merit & College Day Celebrations

  Talent Hunt is a special platform for the first year UG and PG **Freshers** to **showcase their talents** on stage with the maximum participation of classmates. Held as an **interdepartmental competition** after a week-long practice, 20 minutes are allotted for each batch to perform. Judges are professionals from the field. Winners are presented championship and runner-up trophies.

  Interdepartmental **Arts & Sports Fests** are organized as the **jumbo events** every academic year. Performances on stage and on the ground take place after **professional training/coaching**, and well-monitored and intensive practice. Winners are presented championship and runners-up trophies, and are trained up further for **university level** competitions.

  Merit and College Day Celebrations with variety entertainment are held to **honour A and A Plus Grade holders** in university examinations, **scholarship winners**, and **winners of University Arts and Sports**, along with their parents and family members.

File Description	Document
Upload any additional information	[View Document]
Paste link for additional information	[View Document]

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

Response: 20

5.3.3.1 **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
20	20	19	24	17

File Description	Document
Upload any additional information	[View Document]
Report of the event	[View Document]
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	[View Document]

5.4 Alumni Engagement

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

Response:

DBASC has a very active Alumni Association, officially registered under *Societies Registration Act XX1, 1860*, **Registration No. KNR/CA/308/2020**.

Alumni Association **General Body Meeting is held once a year** on **December 26**. **Executive Committee Meetings** are held as and **when required** to function in tandem with the college management and staff.

Leadership Proficiency Scholarship

To foster leadership quality among students **engaging in extracurricular activities** and **becoming trailblazers** in the campus with daring initiatives, Alumni Association instituted a special scholarship for the **Best Leader in every outgoing batch** (9 UG and 6 PG batches). This Leadership Proficiency Scholarship is presented during **College Day Celebrations** at the end of academic year.

Intercollegiate Best Performer Scholarship

Alumni Association has a scholarship for **two best intercollegiate performers each, in both UG and PG sections**, to recognize students who win laurels for the institution, in intercollegiate **arts fest, tournaments, athletics, quiz, debates, dance,** and intercollegiate **fests in commerce, management, literature, journalism and film**. The Intercollegiate Best Performer scholarship is presented during **College Day Celebrations** at the end of academic year.

Most Inspiring Students Scholarship

Alumni Association honours three or four most inspiring students during **College Day Celebrations** every year with a scholarship, appreciating them for being **role models** in the campus through their **sound character**, their active **involvement in extracurricular activities**, their **positive interventions** as **catalysts and crisis** managers at decisive moments, and their commitment **to serve the needy**.

Unsung Heroes Scholarship

Alumni Association has also scholarship to three or four students who are **never in the limelight** in the campus but are **always available to work behind the curtain**, *without seeking attention, recognition and applaus*e from anyone. They are the 'unsung heroes' in a campus, without whose **'***Niskama Karma***'** ('Action Performed with Detachment'), the most memorable events in the campus would not have become a reality. This scholarship is presented during College Day Celebrations at the end of academic year.

Financial and Resource Support for Campus Fests

Alumni Association backs up the **intercollegiate fests** hosted by Department Associations, **raising**

fund, marshalling sponsors, arranging **resource persons** for sessions, bringing **judges** for contests, **mobilizing participants** from other colleges, performing **special items** for grand finale, and ensuring their own availability in the campus for the fest.

The Fests for which the Alumni Association assists are **DISC** (Film Fest of Journalism Department), **COMET** (Commerce Fest of Commerce Department), **SLATE** (Literature Fest of English Department), **EQUINOX** (Management Fest of Management Department), and **DISBEE** (Spell Best of Fest of MA English).

Placement & Training Support

Alumni Association functions in partnership with the Placement Cell of DBASC to **establish links for campus recruitment and placement drive** for students on completion of their studies.

Alumni Association has been bringing **seasoned specialists, subject experts and veterans from the fields,** offering ample opportunities for students to widen their mental horizons, and to mould their career getting attuned to the job market requirements.

The alumni who **won prestigious awards** and those who **work in high-profile organizations** are special invitees for expertise, **motivation** sessions and career guidance.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: A. ? 5 Lakhs

File Description	Document
Upload any additional information	[View Document](#)
Link for any additional information	[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 and in tune with the vision and mission of the institution

Response:

The **VISION** of DBASC is "to form synergized and enlightened global citizens equipped to respond to the opportunities and challenges of the rapidly changing world."

The **MISSION** of DBASC is "to mould intellectually competent, morally upright, socially committed, civically responsible, and spiritually inspired persons through an innovative and holistic approach o education."

Synergized and Enlightened Global Citizens

*Learning: The Treasure Within,*the Report of UNESCO International Commission on Education for the Twenty-first Century, declares, "Education is to be built on four pillars: learning to **know**, to **do,** to **live together**, and **to be**."

DBASC's vision of Higher Education is governed by UNESCO's 4 Pillars.

To know: Dissemination of knowledge focusing on *syllabus and examinations*.

To Do: Moulding them *for a job* suited to their aptitude.

To Live Together: Forming them to live in harmony, in *synergized relationship* with all.

To Be: Leading them to *self-actualization* and grooming them to *leave a legacy* for generations to come.

Synergization is generated, offering students **a vibrant, activity-packed campus**, with a wide variety of programmes throughout the academic year demanding maximum involvement and interactions from everyone. The interdepartmental competitions like talent hunt, sports, games, and arts **infuse 'we-feeling'**, nurture '**interdependence',** instill **accommodativeness**, and establish **rapport** among students.

National Fests like **DISC** (Film Fest), **COMET** (Commerce Fest), **SLATE** (Literature Fest), **EQUINOX** (Management Fest), **DISBEE** (Spell Bee Fest), and **National Research Conference** are the **best forums** for students to master the art of responding **smartly, innovatively** and **assertively** to the opportunities and challenges of the rapidly changing world as **global citizens**.

Enlightenment is brought about with **inspirational and motivational segments** to imbibe wisdom, beyond bookish information. The **three-minute pep-talk** during **Morning Assembly** delivered either by a staff or a student **enthrones role models** in everyone's heart to be persons of sound character.

Socially Committed, Civically Responsible and Spiritually Inspired Persons

The **replacement** of **celebrities** with **empowering** and **enlightening motivational speakers** as **Chief Guests** for major functions in the campus has been **a paradigm shift:** from the mainstream campus culture of **'feel good'** *passing thrills* with the presence of film stars to **'life-changing'** *turning points* listening to the testimonies of 'healed healers' like **Thasveer Muhammed, Tom Uzhunnalil, and Neeraj George Baby.**

Civic engagements taking up **noble causes** like the **construction of a house** every year for a homeless family, **blood donation**, **anti-drugs** crusade, **tuberculosis eradication** campaign, **planting saplings** project, erection of **check dams** for water conservation, **clean river** drive, **plastic-free** campus movement, **women entrepreneurship,** and **a-day-with the inmates** of Care Homes (orphanages, old age homes, and palliative care units) are made integral parts of campus life to remain always committed **to serve the needy**.

Intellectually Competent and Morally Upright Persons

State-of-the-art infrastructure and most advanced facilities are offered for students to be both **qualified and competent** for a lucrative career: a large library with wide range of online services, a serene ambience for academic pursuit, series of revision tests, and **Finishing School.** With **regular value education sessions**, students are tutored to remain morally upright always.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

The institutional leadership has always been democratic and participatory, with the **Management Council, Staff, PTA, Students Union, Department Associations and Batch Leaders** functioning in tandem, interdependently, with **synergy and we-feeling** for a common goal: *grooming generations and leaving legacies* .

The master plan for the institutional development is **visualized and coordinated by the Management Council**, consisting of Manager, Principal, Vice-Principal, Administrator, Chief Hostel Warden, and other Don Bosco Fathers serving as faculty in the college.

Principal in the college is assisted by **IQAC**, **Academic Council**, **Staff Council**, **Department Staff Council, Administrative Staff Council, College Students Union** and **PTA.** Decisions are taken after **extensive consultation with the official bodies** of the stakeholders of the institution.

The best testimony for decentralization and participative management is the process of introduction of Value Charter of the College during the academic year 2015-2016. The **Management Council felt the**

need for a distinctive Value Charter to set priorities right and clear and to establish credibility as a reputed Higher Education Institution before the public.

The **Academic Council** took up the proposal and decided to elicit suggestions from students. Principal held department-wise **brainstorming sessions** introducing the concept and generating ideas from the students **on a dialogical mode**.

The **leaders of all the batches** were given the responsibility to **come to a consensus with four values** they want to hold as their top most priorities, to be presented to their class teachers for consideration by the Department Staff Council.

The list of values proposed by each batch to be included in the Value Charter was presented before the **Department Staff Council** for discussion and discernment to identify four among them to be placed before the Academic Council.

 The list submitted by each of the Department Staff Councils was consolidated and presented before the **Academic Council for final decision**. After the required deliberations, **eight values were identified,** and the crafting of the Value Charter was delegated to the Principal. The eight values finalized for the Charter were: **Academic Excellence, Behavioural Etiquette, Capability Enhancement, Self-Regulated Discipline, English Proficiency, Godliness, Interdependent Stewardship** and **Social Responsibility.**

The eight values spotted were **prioritized** with an additional description for each of them.

The Value Charter of the college declares:

We Value:

1. **Rigorous** Intellectual Pursuit
2. **Sound Character** with Personal and Collective Integrity
3. **Self-Actualization** with the Full Realization of One's Potentials
4. **Adherence to Rules** from Personal Conviction
5. **Conversational Skillfulness in English** for Global Citizenship
6. **Spirituality** with "God Sense" Permeating all Realms of Life
7. **We-feeling**, Inclusive Relationship and Mutual Accountability
8. Committed **Service to the Needy** as an Obligation

The Value Charter has been part of the **college website** since **January 2016**. Value Charter is presented **on its homepage** (www.donbosco.ac.in) below the description of the vision and mission of the institution. Each of the moral principles enshrined in the Value Charter is **exhibited at the prominent spots** in an easily visible and elegant style in all the Department floors **as a constant reminder** for everyone to abide by it.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

DBASC has always been at the forefront, keeping abreast of the times and "**responding to the opportunities and challenges** of the rapidly changing world," as **envisaged in the vision** of the institution.

With the collapse of the traditional teaching and learning process triggered by the unprecedented **pandemic COVID 19,** a **paradigm shift in the educational system** was made mandatory. The **conventional chalk-talk mode of teaching** had to be replaced with alternative **online platforms**. With the enforcement of lockdown and the COVID protocol restrictions, students and teachers were confined to their homes. Rising to the occasion, the **Management Council** chalked out a strategic plan to counterbalance the constraints and challenges posed by corona virus.

A **core team**, consisting of Faculties proficient in ICT-enabled teaching and learning process, under the Vice-Principal, was constituted to experiment the wide array of online platforms and to verify their feasibility taking into account the level of usability and effectiveness.

With the best **utilization of the facilities available in the audio visual production studio** (cameras, editing suite, chroma-keying, and lighting), certain topics from the syllabus were made into **videos, audios, and Power Point Presentations** as "samples" for reference.

To equip all the teachers professionally for the use of online platforms for class, an **intensive two-day workshop was conducted** in the college for all the teachers. The core team led the sessions, empowering the staff with the required **inputs and guidelines**, and screening the 'sample' productions.

Being a new platform with little experience of using it effectively, the core team members **supervised the audio and video productions and guided the power point presentation** preparation.

After having completed the training programme, teachers were asked to hold **live online sessions** for problem/difficult papers, and to upload **recorded videos or audios** with PPT for theory papers. **Attendance** for online classes was marked only after the **submission of assignments** given as part of the session uploaded as per deadline in the stipulated learning platform.

An **Additional workshop** was conducted for all the staff members in the college to use **MOODLE** (*Modular Object-Oriented Dynamic Learning Environment*), an online learning platform with course management system. This practical-oriented online certificate course in MOODLE was given by experts from *Sacred Heart Autonomous College*, Tirupattur (www.shctpt.edu), Thiruvalluvar University,Tamil Nadu.

MOODLE embedded in the college website (www.donbosco.ac.in) available on homepage, is now the official learning management system effectively used by staff and students for **attendance, assignments, study materials and evaluation.**

The video content created by the teachers is now widely used by other institutions for classes. The key productions done during the lockdown COVID 19 period of online classes are made into an **online incubator**, christened as **DIMERI:** *Donbosco Innovative Motivational & Educational Resources Incubator.*

Batch-wise online meeting of parents with students, HoD, Class Teacher and Course Teachers, **using 'Google Meet'** platform was held effectively to follow-up the process, to evaluate the quality of performance, **to elicit feedback** from parents, and to **air the concerns of teachers** on areas of attendance, assignments and interactions.

File Description	Document
Upload any additional information	View Document
strategic Plan and deployment documents on the website	View Document
Paste link for additional information	View Document

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Response:

DBASC, owned and managed by **The Angadikadavu Don Bosco Society** (**Regd.No.499 of 1994**) is part of *Salesians of Don Bosco* (www.sdb.org), a renowned international organization of Roman Catholic Church **founded in 1859 by Don Bosco** (1815-1888), an erudite Italian saint.

Having its **headquarters in Rome,** *Salesians of Don Bosco* (SDB) are engaged in educating millions of young people **in universities, colleges and schools in 133 countries**. In India, Don Bosco runs **264 schools**, **48 colleges**, and **a University**, *Assam Don Bosco University* in Guwahati.

Governing Body

In the organizational structure of DBASC, the **Governing Body** consisting of seven members headed by the President is **the supreme authority** for reference in policy matters concerning the administration of the institution.

Advisory Committee

The Governing Body is guided by **the Advisory Committee**, with luminaries from different fields including **Prof. J.V. Vilanilam, Former Vice-Chancellor**, Kerala University, **Biju S., the Asst. Executive Editor of** *Asianet News*, the leading 24-hour news channel in Kerala, and Adv. **Sunny Joseph, the MLA,** Peravoor constituency where the institution is located. The **feedback** from Advisory Committee is **gathered periodically** for the institution to take appropriate steps for **upgrading its infrastructure** and for **enhancing its academic standard**.

Management Council

The **key administrative decision-making body** is the **Management Council** headed by the Manager, with Principal, Vice-Principal, Administrator, Hostel Warden, and the other Priests serving as Faculties in the college as members. Appointment of staff is made adhering to the official policies and procedures. Management Council Meeting is held once a month responding to the recommendations of Academic Council, and to the needs of the institution. The decisions on academic matters are implemented by the Principal. The Administrator executes decisions pertaining to financial sector.

Annual Budget is prepared by the **Finance Committee**, taking into account the *recommendations of the academic council, department council and staff council* given in the annual evaluation, the annual *increment of salary* for the staff, the *infrastructural maintenance* and the *enhancement of facilities* to keep abreast of the times. The Finance Committee consists of the *Manager, Principal* and *Administrator* of the college. The Management Council, after making the required changes, approves the annual budget for the administrator to follow up and carry out the proposals envisaged for the academic year in a time-bound mode.

IQAC, Academic Council, Department Council and Student's Union

The Principal is closely assisted by the **IQAC** to develop a system for consistent and catalytic innovations to augment the academic and administrative performance of the institution. IQAC is supervised by the **Staff Coordinator** with a six-member **Core Committee**.

All the academic decisions are taken after deliberations in the meetings of the **Academic Council** comprising the *HoDs/In-charges* of all the UG and PG Programmes. The Academic Council deliberates on the recommendations of *CBCSS Committee, Department Staff Councils, Library Council,* and all the other committees in different sectors.

Students' Union coordinates all the extracurricular activities in close collaboration with the Department Associations, NSS, and the various Clubs functioning in the college, supervised by Staff Coordinators.

File Description	Document
Upload any additional information	[View Document](#)
Link to Organogram of the Institution webpage	[View Document](#)
Paste link for additional information	[View Document](#)

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	[View Document](#)
ERP (Enterprise Resource Planning) Document	[View Document](#)
Details of implementation of e-governance in areas of operation, Administration etc	[View Document](#)

6.3 Faculty Empowerment Strategies

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

Response:

Despite the constraints being an unaided college, DBASC management has always been **very supportive**, taking special care of the needs of the staff: **69 teaching staff and 14 non-teaching staff**. A **family ambience** is maintained in the campus, with the Management Council having a **very personal relationship** with the teaching and non-teaching staff, giving them the needed freedom for **sharing their concerns,** and for airing their requirements.

Salary

The salary offered to the teaching and non-teaching staff here is **best among all the self-financing colleges** in Kannur University. In fact, DBASC is the **only self-financing college** in Kannur University **paying full salary** to the staff during the **COVID 19 lockdown phase,** from March 2020. While all the **other colleges reduced salary by half or by 30%,** DBASC did not cut down the salary, taking into consideration their financial requirements, and acknowledging their commitment to teaching profession and their loyalty to the institution where they work.

Best Amenities

To facilitate the best working atmosphere for the staff to perform their roles most effectively, their **staff rooms** are **well-furnished**, with **WIFI-**24 hour internet service, and **computers and printers**. 24-hour **online access to library**, with *INFLIBNET, N-LIST, Shodhganga, kindle e-book reader* and e-resources makes the class preparation easy and stress-free. **Library** is open **from 8.30 am to 6.30 pm**. The **Q**uestion **Bank** in the college website providing previous question papers from 2004 lessens their intellectual exertion. The **syllabus**, placed in the website for students to refer is also an additional help for teachers. The **Weekly Lesson Plan**, the Semester **Course Plan** and the **internal assessment scheme** with four class tests and two internal examinations, give the teaching staff a **sense of fulfillment** because of its tangible outcome.

PF, ESI, Maternity Leave and Gratuity

Both the teaching and non-teaching staff members are offered PF/ESI benefits. **65 of them are ESIC** (Employees State Insurance Corporation) members. **25 of them are in the PF** (Provident Fund) list. **Six-month maternity leave with full salary** for women employees is also provided. In the last five years from 2015 June to 2020 December, **12 staff** members had been **given maternity leave**. **Three** of them were also

given **gratuity** as per the existing law in the last five years.

Medical Assistance and Interest-free Loans

Financial help was offered to the staff whose **family members had undergone medical treatment** in hospitals.

Interest-free loan was given to staff for the **renovation/construction of houses,** for the payment for **fees for the education of their children**, for **buying laptops**, for the **marriage of their daughters** and for doing their **part-time PhD** studies.

Faculty Development/Refresher Courses/Paper Presentations

All the staff members were given **two-day refresher** course in the college before the **commencement** of every academic year, and along with the teachers from other Don Bosco Colleges in Kerala **in the middle** of the academic year from 2015. The teachers who presented **papers in national/international se**minars were given **incentives**. **Free annual staff tour** for two days and nights is also arranged as a token of appreciation.

File Description	Document
Upload any 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: 20.52

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**

2019-20	2018-19	2017-18	2016-17	2015-16
35	11	5	9	6

File Description	Document
Upload any additional information	[View Document](#)
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	[View Document](#)

6.3.3 Average number of professional development /administrative training programs organized by

the institution for teaching and non teaching staff during the last five years

Response: 2.6

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

2019-20	2018-19	2017-18	2016-17	2015-16
5	1	3	3	1

File Description	Document
Reports of Academic Staff College or similar centers	
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 5.36

6.3.4.1 **Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
16	0	0	0	2

File Description	Document
Upload any additional information	
IQAC report summary	
Details of teachers attending professional development programmes during the last five years	

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

08-07-2021 02:12:31

DBASC has a **specially designed mechanism** for the Performance Appraisal of the teaching and non-teaching staff, tailored to the system existing in this campus.

Appraisal of Teaching Staff

The appraisal of teaching staff is done primarily with the **feedback** collected from students by the Principal **in the middle of every semester** after the publication of the first internal examination results, using an assessment mechanism covering **10 areas of performance,** with a total score of 40 (10x4=40)**.**

Each area of performance is crafted as a statement against which, **a rating scale with five option**s is given to students to choose: 0=very poor; 1= poor; 2=average; 3=Good; 4=Very Good. The final score for a faculty given by a batch is calculated by **dividing the sum total by the total number of students** in the batch. Students are given **additional space** in the evaluation sheet to give their practical suggestions **for improvement**.

Those teachers having a score **36- 40** are rated EXCELLENT, **32-35** as VERY GOOD, **28-31** as GOOD, and **24-27** as AVERAGE. The final score and observations are communicated to teachers confidentially by the Principal. Instances of average performance are communicated to the Manager.

The 10 areas of appraisal are: *personal rapport* teacher has with students, *in-depth subject knowledge*, *contextualization* of topics from career/life perspective, *clarity and logic* in explanations, *interactive teaching* mode*, discipline* enforcement, *fluency in English*, punctuality, regularity and *time management*, *creative methods of teaching* for arousing interest, and the level of *preparedness and confidence* to face university examinations.

Teachers are assessed also by evaluating the **quality of Weekly Lesson Plans** submitted to the Principal on the first working day of every week during the academic year. The lesson plans are given rating, **ranging from excellent to average** and the *data is codified* for the final score.

Another yardstick is the **verification of university semester examination results** of the subject taught, with the report of the **percentage of pass**, and the **Grade** obtained by students: A+, A, B, C and D.

The level of involvement in **extra-curricular activities** held in the college, **publications** and **paper presentations** are also considered in the appraisal of the teaching staff.

Appraisal of Non-Teaching Staff

The appraisal of non-teaching staff is carried out periodically with the **feedback** collected from the teaching staff and the members of the Management Council who are teaching in the college separately, using an assessment mechanism covering **10 areas of performance,** with a total score of 40 (10x4=40)**.** Each area of performance is crafted as a statement against which, **a rating scale with four option**s is given to choose: 1= poor; 2=average; 3=Good; 4=Very Good. A**dditional space** is offered to give suggestions **for improvement**.

The 10 areas of appraisal are: completion of *tasks as per deadline*, *precision* in work, *cordial relationship*, *availability* for work beyond the given schedule, *follow-up of university stipulations*, *duty delegation* efficacy, *synergy-building* capacity, *technical competence*, *transparency* in administrative deals, and *time management*. The findings of the appraisal are communicated **confidentially** to the non-teaching staff by

the Principal.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Don Bosco Arts & Science College has **an established mechanism** for internal and external financial audits of financial transactions every year, adhering to the government policies.

1. **Internal Audit**

Finance Committee does the internal audit every month and presents the **Monthly Returns** before the Management Council for scrutiny and verification. Finance Committee consists of the Manager, Principal, and Administrator, assisted by Office Superintendant, an accountant and other office staff.

2. **Accounting Software**

The financial matters are managed using **ACME-ERP** software (**ACME:** *Accounts Made Easy* developed by **Bosco Soft Technologies Private Limited**, Yelagiri, Tamil Nadu). It is a **centralized accounting software** used by all the Don Bosco institutions in Kerala and Karnataka. External auditors verify and certify the entire Income and Expenditure and the Capital Expenditure of the institution every year.

3. **External Audit**

The accounts are **audited annually by professional Chartered Accountants**. The external audit of the college is conducted once a year by an external agency (*M. Thomas & Co, Chartered Accountant, Chennai*) as per the government rules. All receipts including fee, donations, grants, contributions, interest earned, and returns on investments, all payments to staff, vendors, contractors, students and other service providers are scrutinized. After conducting the audit, this agency certifies and provides the Annual Financial Statements. The Audited Finance Statements of last five years from 2016 to 2020 are certified. There are no irregularities or objections reported all these years. The Audited Statements are duly signed and maintained for future reference and verification.

The Finance Committee regularly monitors and verifies the income and expenditure details, and adheres to the Compliance Audit Report as per the regulatory guidelines.

4. Monitoring Mechanisms

- Before the commencement of every financial year, after considering the recommendations made by the Department Staff Councils in terms of their material requirements in each sector, **the Principal submits a budget proposal** to the Management Council.
- Management Council **reviews** the budget proposal taking into account the **recurring expenses** such as salary, electricity, internet charges, maintenance cost, stationery, other consumable charges etc., and the **non–recurring expenses** like lab equipment purchases, furniture, and the other development expenditures and finalizes the fund allocation.
- The purchases and expenses are scrutinized by the **Finance Committee** periodically to corroborate the budget allocation approved by the Management Council.
- All vouchers are verified by the **Accountant** on a daily basis.
- The expenses incurred under different heads are thoroughly checked, verifying the bills and vouchers. If any discrepancy is found, rectification is done, referring the matter to the Finance Committee, and seeking the required clarifications.

All queries in the process of audit are addressed promptly along with the supporting documents, adhering to the stipulated time frame. The audit objections and observations pointed out by the auditors during their external audit are discussed in the Finance Committee and in the Management Council for appropriate remedial action.

Having a foolproof mechanism for sound financial transactions and a flawless system for transparent auditing procedures, this institution is fully in sync with the government policies.

File Description	Document
Upload any additional information	[View Document](#)

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

Response: 17.55

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

2019-20	2018-19	2017-18	2016-17	2015-16
1.76	2.24	12.71	0.74	0.10

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	View Document
Any additional information	View Document
Annual statements of accounts	View Document

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

Response:

DBASC has a robust fund mobilization policy and constructive strategies for the optimal deployment of resources. Situated in a rural setting, having **facilities on par with the most established colleges in cities**, DBASC **spent Rs. 4.27 crore** only **on infrastructural development** in the last five years.

The fund required for salary and for **maintenance, consolidation and expansion** of the institution is raised primarily through **the fees collected** at the commencement of every semester. Ensuring that the **fee is affordable** for students hailing from ordinary families in the region surviving on the meager income generated from agriculture, **profit motive and commercial interests never** had a bearing on any policy decisions.

The fund needed for construction of additional floors to launch new UG and PG programmes, and to provide more academic amenities like auditorium was found mainly **thorough loans taken from South Indian Bank and Federal Bank**.

The fund for the **Extension Services** carried out under **DISA** (*Donbosco Initiative for Social Action*) was received from Agencies particularly from **BREADS** *(Bangalore Rural Educational and Development Society)*, an NGO catering to the empowerment and rehabilitation of the marginalized sections of the society in Kerala and Karnataka.

The fund for the key philanthropic project of the college, *Sneha Veedu,* **constructing five houses** for five deserving families in the neighbourhood in the last five years, was mobilized with contributions from management, staff, students, parents, alumni and well-wishers.

DBASC was presented **Kerala State Renewable Energy Commendation Award** on 28th February 2018 by the Government of Kerala. The **30 KW on-grid solar power unit** in the campus commissioned on 14th March 2017, supplying the surplus energy to KSEB (Kerala State Electricity Board), was set up with Rs. 11,65,910 received as **subsidy from the Government.** The institution **saves about Rs. 4 lakh annually** being a solar-powered campus**.**

DBASC received fund for some **key government projects. Social Impact Assessment** (SIA) was carried out on land acquisition for **IIT, Palakkad**, for Akathethara-Nadakkavu **ROB, Palakkad**, for Angamaly-**Sabari Rail Project**, for **Karappuzha Irrigation Project**, and for Ulloorkkadavu **Bridge Road**.

The fund for national **Campus Fests** organized by different Departments in the college (COMET from Commerce, DISC from Journalism, SLATE and DISBEE from English, and EQUINOX from Management) was raised **with sponsorship from business enterprises** in the region. The National Conference on '**Women Empowerment**' was hosted in collaboration with **Women's Commission**, Government of Kerala. A survey on the elderly in Ayyankunnu Panchayat was funded by **Partners in Population and Development** (PPD), an inter-governmental alliance of 26 developing countries.

There are **eight priests** working as Faculty Members in the college **free**. Their **salary is ploughed backed** into the institution for providing **state-of-the-art infrastructure**.

The fund received as fees, contributions, sponsorships, and government projects, and the loans taken from banks, are **accounted and audited transparently**. The **Annual Budget** is prepared at the commencement of every academic year for the judicious utilization of fund, setting priorities and procedures right, with the close **monitoring** of its adherence and execution by the **Finance Committee** and the **Management Council**.

File Description	Document
Upload 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 credit for the giant strides made by DBASC in the last five years is attributed primarily to the IQAC's well-timed innovative initiatives. The two practices institutionalized as a result of IQAC inventiveness are **FINA** (Friend In Need Accompaniment) and **FACE** (Faculty Accompaniment for Capability Enhancement).

FINA

IQAC conceptualized FINA as a special scheme to assist the students **who struggle to pass** certain courses in a semester because of **tough syllabus** or because of their **low grasping power**. The aphorism "*A friend in need is a friend indeed*" is the base for FINA.

The **best performing students** in university examinations in a batch are the ideal persons to take up the **role of 'tutors'** to the academically weak in their batch, closely monitored by the Faculty members, conducting **follow-up tests** and arranging **remedial coaching**. With the best performers themselves **owning up** the responsibility for preparing the **slow learners** with an inspiring and **empowering** accompaniment, **synergy and we-feeling** are generated in the batch. FINA is implemented **outside the normal academic hours** particularly on holidays, with the schedule fixed and **supervised by the class teacher**. The performance of **student-tutors also improved** since teaching the classmates was an effective method of examination preparation. The best outcome of FINA was found in the **BSW batch of 2016-2019**

and **BCA batch of 2017-2020**.

FACE

FACE is the scheme initiated by IQAC adhering to one of the **declarations of the Value Charter** given in the website homepage: "**Capability Enhancement**: *We value self-actualization with the full realization of one's potentials.*"

Howard Gardner's Theory of **Multiple Intelligences** is the base for FACE. As per his scientifically-proved theory, human beings possess a wide variety of intelligences: *literary and linguistic, logical and mathematical, visual and spatial, musical, bodily-kinesthetic, intrapersonal, interpersonal, naturalist* and *existential*. During the years of education in academic institutions, the distinct intelligences students are gifted with should be identified and fostered, imbibing the spirit **of UNESCO's Fourth Pillar of Education**: "*Learning to be.*"

At the beginning of the academic year, the key event in the campus is the **'Talent Hunt'** for the **first year UG and PG students** who have joined the institution to come together as a batch and **to showcase their talents** (multiple intelligences) before the whole campus. After a week-long practice outside the academic hours, each batch is allotted **20 minutes to exhibit** their forte. 'Talent Hunt' is held as **an interdepartmental competition** and the winning batches are recognized and presented **championship trophies**.

Having identified the talents of each and every student in the campus, opportunities are offered to improve with **regular practices, professional training and coaching** both in arts and sports, with the **personal accompaniment and supervision of the Faculty** members. The best performing students are taken for intercollegiate university/national level competitions. The winners **secure grace marks** and their **future is made secure** in terms of higher studies and career. The best testimony for the effectiveness of FACE is the performance of students in **university sports and arts fests**.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

DBASC has **established mechanisms** to assess the prevailing teaching learning process, structures and methodologies periodically, and to introduce the required reforms as corrective steps to enhance the quality

of education offered.

IQAC **developed scientific tools** tailored to the requirements of DBASC for the **appraisal** of teaching staff and non-teaching staff, for the **feedback** to be elicited from students, staff, alumni, parents, and employers on teaching learning process, extracurricular activities, character formation, soft skill and employability proficiency and leadership training.

The **Faculty Performance Appraisal** from students is done in **every semester** after the verification of marks secured by students in the **first internal examinations** using a scientific tool with a **rating scale** and a **descriptive column** for suggestions and observations. The feedback received is codified, analyzed and the findings are communicated to the Faculty members confidentially for improving the teaching learning outcome in the second segment of the semester.

The **Non-Teaching Performance Appraisal** from teaching staff and students' union leaders is carried out at the end of every semester using another scientific tool with a rating scale and descriptive column for suggestions and observations. The data gathered is dissected and the findings are communicated confidentially.

The **feedback** from **staff, students, parents, and employers** making an **overall evaluation** of the systems and procedures existing in the campus is done periodically. Observations and recommendations are collected from parents during PTA General Body and Batch PTA Meetings. The alumni and employers respond to Google Feedback Forms. The feedback collected from all the stakeholders is consolidated, codified, analyzed, and interpreted. The **findings** are presented before the **Academic Council** and the **Management Council** for further action and implementation. **Action Taken Report** is presented before the stakeholders placing it in the website.

An **Annual Evaluation** of the academic year is done in all Department Staff Councils, with a fixed format that covers **achievements, concerns, challenges, observations** and **recommendations**. The evaluation report is **presented before** the **Management Council** and the teaching and non-teaching staff to deliberate and to **take the corrective action**. The **proposals** placed by the members of the **Advisory Committee** members are also considered for implementation.

External academic audit is done by a team of academicians from two reputed NAAC-accredited colleges in Kannur University, *Nirmalagiri College*, Koothuparamba and *Nehru Arts & Science College*, Kanhangad and the required changes are introduced in the systems and procedures, adhering to their recommendations.

The two major reforms launched by the IQAC were the **integration of four class tests into the internal assessment** to enhance the academic performance of the students, and the **introduction of Weekly Lesson Plan Book** for the teaching staff to augment the competency of the Faculty members. **Class tests** are conducted by the course teachers after the completion of each module to facilitate a tension-free preparation of end semester examination for students. The **Weekly Lesson Plan Book** submitted the teaching staff every Monday to the Principal carries information on teaching method, objectives, key content, homework, and class test question papers to facilitate effective teaching and learning process.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.5.3 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality intitiatives with other institution(s)**
3. **Participation in NIRF**
4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Response: B. 3 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	[View Document](#)
Upload details of Quality assurance initiatives of the institution	[View Document](#)
Upload any additional information	[View Document](#)
Paste web link of Annual reports of Institution	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

DBASC upholds the **United Nations 2030 Agenda for Sustainable Development**. Among the **17** Sustainable Development Goals (SDGs) of the United Nations, **Goal 5** is: "Achieve gender equality and empower all women and girls."

DBASC has made gender equity central to all systems and policy decisions. An overwhelming majority of the teaching staff in the college is women: **50 Female and 19 Male** Faculty members. Special care is taken during admission process to ensure that there is **proportionate enrollment** of male and female students in every academic year.

Enrollment of Students

Academic Year	Male Students %	Female Students %
2015-2016	47.84	52.16
2016-2017	50.37	49.63
2017-2018	50.53	49.47
2018-2019	50.14	49.86
2019-2020	47.59	52.41

_____

DISA and Women Empowerment Programmes

 DISA (Donbosco Initiatives for Social Action), the officially registered **Extension Service Platform** of the institution, has been empowering the **women SHG leaders of Kannur district** to capacitate women for employment, with Entrepreneurship Development Programmes (EDP) and Skill Training.

EDP covered employment generation training for *jackfruit, mango and pickle processing, bakery products-making,* and *bee keeping*. **265 women from 35 SHGs** belonging to different Panchayaths in Kannur were given handholding support to start and sustain income generation projects, and **bank linkages.**

National Research Conference, Dissertations and Academic Projects

        The Department of Social Work, in collaboration with the **State Women's Commission of Kerala**, organized two-day National Research Conference on '**Social Work Approach to Women**

Empowerment' in 2018, with erudite academicians and seasoned activists presenting papers and deliberating on future strategies and line of action for gender equity.

The faculty members in the various Departments of the college promoted **researches on women empowerment,** motivating students to take up dissertations and projects on related themes. There were **50 dissertations and projects** done by students on women equity and empowerment in the last five years here in the institute.

Representation in College Level Committees

Women representation is guaranteed in the key committees constituted in the college: PTA Executive and Working Committees, Discipline Committee, Anti-Ragging Monitoring Committee, Anti-Ragging Squad, Ethics Committee, IQAC, Academic Council, CBCSS Committee, and Department Associations. The Women's Anti-Harassment Cell is a women's body, with Principal and Manager as ex-officio members.

Special Facilities

Ladies Room is a toilet-attached spacious room, with a cot and bed, for the girls to rest in case of an emergency.

Well-maintained separate **western style toilets** are available for ladies **on all floors**, with wash basins, mirrors, and napkin-vending and incinerator unit.

Self-Defence Training

Training programme for girls on self-defence was held, in collaboration with the **Police Department** and the Grama Panchayath. A team of professional trainers from Police Department and **Kannur Women's Cell** trained up the girls, demonstrating self-defence techniques to defend **against physical assault,** and to **enhance their self-confidence and self-esteem**.

Moulding Women Orators and Spokespersons

Professional **training in public speaking**, and opportunities for **delivering speeches in college assembly** were given to girls to mould them as **orators** and **spokespersons for gender equity** in the future. They proved their credentials **winning prizes in university** and **state level debate** competitions.

File Description	Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	[View Document](#)
Link for annual gender sensitization action plan	[View Document](#)

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. **Solar energy**
2. **Biogas plant**
3. **Wheeling to the Grid**
4. **Sensor-based energy conservation**
5. **Use of LED bulbs/ power efficient equipment**

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	[View Document](#)
Any other relevant information	[View Document](#)

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

DBASC is a **clean, green, pristine**, **non-polluting, eco-friendly, plastic-free,** and **solar-powered** campus, having appropriate mechanisms for the management of degradable and non-degradable waste.

Swachh Bharat Abhiyan, the nationwide cleanliness campaign launched on October 2, 2014 to honour Mahatma Gandhi's vision of a 'clean country' **is accomplished outstandingly** with the elegance and grandeur enveloping this scenic campus.

Solid Waste Management

The solid wastes like domestic garbage, agricultural waste, plastics, bulbs, batteries, metals, construction waste, and sewage sludge are collected from different sources and are disposed of in **landfills**.

The biodegradable waste like food leftovers, vegetable peel and wet kitchen waste are disposed of in the **piggery** and **cow barn**.

Biogas plant is also functioning in the campus as an effective mechanism for waste management.

The solid waste generated in the campus is collected, placing **three categories of stainless steel bin**s on all floors, and all around the campus:

1. Degradable Waste Bin
2. Non-degradable Waste Bin
3. E-Bin

Ladies toilets are equipped with **sanitary-napkin vending machines** and **napkin-disposal-bins,** cleared daily by the cleaning staff, and burnt in incinerator available in the campus. All the **toilets are kept spick and span** by the janitorial staff.

The **Nature Club** actively engaged in making the campus environmentally-sound by planting saplings, and conscientizing the staff and students about the indispensability of environmental conservation, has been implementing a very **innovative programme** to make the campus and the residential areas of the students and staff plastic-free with its '**Leave Plastic Love Nature Campaign**'. As part of the campaign, Nature Club collects plastic from students, and staff. Nature Club has arrangements with **Chembilode Grama Panchayat** for recycling the plastic items collected.

Liquid Waste Management

Liquid waste is **treated, recycled and reused** with the **Sewage Treatment Plant** (STP) established in the **main ladies hostel**. The treated water is used for toilet-flushing, cleaning and gardening.

Rainwater harvesting system is set up to **collect, store, and conserve rainwater** for later use: for irrigation, washing, cleaning, and other livestock requirements. It has extensively **improved the quality and quantity of groundwater,** and has **reduced soil erosion, stormwater runoff, flooding, and pollution of surface water** with fertilizers and pesticides.

Electronic Waste

The **discarded electronic** or electrical equipment and devices like computers, televisions, VCRs, stereos, copiers, fax machines, CPUs, mobile phones, lighting devices, refrigerators, and home appliances are **collected, and periodically disposed** of, with the management having a **contract with an external agency.**

Having a state-of-the-art **computer lab furnished with 65 systems**, for regular use by students doing **three UG programmes** (**BCA**, **BCom** Computer Application, and **BSc Mathematics** with Computer Science), and for the **National Testing Agency** (NTA) to conduct entrance examinations for admission/fellowship in higher educational institutions on holidays, the **repair and replacement** of electronic devices are common phenomena. **The audio-visual production studio** in the Department of Journalism also has gadgets that have short life or devices that become obsolete and unusable. Therefore, e-waste management has always been given prime priority in policy decisions.

Biomedical waste, hazardous chemicals and radioactive waste: **Not Applicable**

File Description	Document
Any other relevant information	[View Document](#)
Link for Geotagged photographs of the facilities	[View Document](#)

7.1.4 Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

7.1.5 Green campus initiatives include:

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

Response: Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Link for any other relevant information	View Document

7.1.6 Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	[View Document](#)
Certification by the auditing agency	[View Document](#)
Certificates of the awards received	[View Document](#)
Any other relevant information	[View Document](#)

7.1.7 The Institution has disabled-friendly, barrier free environment

1. **Built environment with ramps/lifts for easy access to classrooms.**
2. **Disabled-friendly washrooms**
3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment**
5. **Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	[View Document](#)
Any other relevant information	[View Document](#)

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

One of the declarations of the **Value Charter** upheld by DBASC is: "**Interdependent Stewardship**: We value we-feeling, INCLUSIVE RELATIONSHIP and mutual accountability."

DBASC is a **melting pot** encompassing in itself a wide variety of cultures, customs, traditions, religions, ethos, beliefs, ideologies, art forms, and languages. A **family ambience** permeates in the campus with **the celebration of these differences** and the **sublimation of diversity** through the regular **interdepartmental competitions** that generate we-feeling, and through **campus fests** like DISC, COMET, SLATE, EQUINOX, and DISBEE that foster *leadership proficiency, smartness, self-confidence, interdependence, and accommodativeness*. They meet the requirements of **the Fourth Pillar of Education** envisaged by UNESCO (*Learning: The Treasure Within*): "**Learning to Live Together.**"

The students who join in this institution, though located in a rural area in north Kerala, hail from **most of the districts** in Kerala, from **other states** like Tamil Nadu, Karnataka, Andhra Pradesh, Maharashtra, Assam, Meghalaya, Mizoram, Nagaland and from **abroad**.

Academic Year	Students from Other	States Students from Abroad
2015-2016	13	0
2016-2017	8	5
2017-2018	9	1
2018-2019	11	2
2019-2020	3	8
TOTAL	**44**	**16**

Students **from different religions,** and from **all categories** including **SC/ST, physically challenged,** and **specially abled** are groomed here integrally without any discrimination.

Cultural, Regional and Linguistic Diversity

Students from diverse backgrounds have ample opportunities during the academic year to **showcase their unique art forms** during the *interdepartmental cultural competitions*, *Talent Hunt*, *Onam* celebrations (Kerala's cultural fest), *Christmas* Message contest, campus fests, and intercollegiate university arts fest.

Since there are students who do not know Malayalam in the campus, **English is made mandatory as the medium of communication and instruction** in the classroom and in all common functions. To promote the national language, **Hindi Week** celebrations are held in September every year conducting *competitions on Translation, Essay Writing, Singing and Quiz* and the winners are presented prizes.

Promotion of Communal Harmony

The students in the campus belong to different religions and religious denominations. To foster communal harmony, every academic year begins with an **Inter-Religious Prayer Service** held in the auditorium, seeking the blessings of the Almighty for **wisdom, enlightenment and empowerment**. Appropriate scriptural passages from the **Holy Bible, Bhagavad Gita** and **Quran** are read, interpreted and interiorized. Popular **hymns and Bhajans** from Christianity, Hinduism and Islam are sung, engaging everyone in prayer and meditation.

One of the unique practices in the campus is the **daily morning assembly** in the auditorium before the commencement of class. The Assembly begins with two short prayers that do not have the barrier of religion but have universal appeal: **Our Father** and **Wisdom.** The prayer is followed by official announcements by Principal, recognition of students who excel in studies, arts and sports. The Assembly is concluded with a **three-minute message** delivered either by a staff or a student in English.

Promotion of Empathy

Students are taken to **Care Homes** like orphanages, old age homes, palliative care units, and rehabilitation homes for the specially abled to inculcate empathy and to mould them into persons of human

touch.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

Don Bosco (1815-1888), **Founder Saint** of our international organization having educational institutions in 134 countries had declared unequivocally as early as in 1857, "The **ultimate purpose** of our education is to **mould upright citizens**."

DBASC has **enlightened citizenship** as one of the topmost priorities in all policy decisions, and therefore, holds **regular programmes** to train students to be responsible citizens exercising all **fundamental rights and dutie**s, especially *casting vote, paying taxes, preventing corruption*, keeping the *environment clean*, *conserve natural resources*, *protecting public properties*, and *promoting harmony and common brotherhood*.

Student Union Election is held in the Presidential mode, with the meet-the-candidate programme on the previous day.

Revision of Electoral Rolls

The electoral rolls are revised every academic year in collaboration with the district collectorate, ensuring that *every student who attains the age of eighteen years is enrolled as a voter in the Voters List* through the online voter registration facility available in the website.www.ceo.kerala.gov.in. A **Campus Ambassador** is appointed every year to coordinate the voter registration campaign. The Campus Ambassadors were presented **Commendation Certificates and Cash Awards by District Collector.** NSS volunteers were **WebCasting operators** in booths during elections, assisting the Election Commission.

Linkages with Government Departments and Local Self-Government Offices

DBASC has official tie-up with the PHCs, Taluk Hospitals, Panchayaths, Municipalities, District Prisons, Social Welfare, Child Welfare and Women Welfare Departments, District Mental Health Programme (DMHP), Kannur Central Prison and District Disaster Management Authority **to engage the students in civic activities** and **extension services** in the neighbourhood, beyond the academic realms.

DBASC was the venue for the *Grama Sabha* of Ayyankunnu Panchayat, with people from all the 16 wards in the Panchayat deliberating on their concerns and needs, as an exposure programme for the students.

Students were **active participants and leaders** in **Flood Relief** works in 2018, 2019 and in **COVID** 19

helpline services including **counselling those in quarantine** and **food packets distribution** to poor families. Students were involved in **awareness campaigns** particularly through **street plays, flashmobs, leaflets, human chain demonstration, rallies against drug addiction and drugs trafficking**, **prevention of monsoon diseases**, and for the detection of tuberculosis cases etc.

Rural camps held regularly for students to experience village life by taking-up projects like **construction of check dams and roads**, and study of civic problems of region through **scientific surveys.**

National Research Conferences

The **Fundamental Duties** under Article 51 A(h) declares: "It shall be the duty of every citizen of India **to develop scientific temper, humanism and the spirit of inquiry** and reform."

To promote scientific temper among students, National Research Conferences are organized focusing on themes crucial to the Indian Constitution in the emerging scenario. It was in the context of flood that devastated Kerala in 2018 and 2019 that the Research Conference was held on "Social Work Approach to **Disaster Management with Special Reference to Youth Participation.**"

The other themes of National Conferences were: "Social Work Perspectives of **Women Empowerment**", "Social Work Perspectives on the **Challenges and Problems of Youth Today"** and "**Social Work Approach to Ageing**."

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	<u>View Document</u>

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. **The Code of Conduct is displayed on the website**
2. **There is a committee to monitor adherence to the Code of Conduct**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	[View Document](#)
Code of ethics policy document	[View Document](#)
Any other relevant information	[View Document](#)

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

DBASC is a **'celebrative campus'** always on active mode, packed with activities **to complement the rigorous academic pursuit**, with the students and the staff, hosting and participating in a variety of programmes on commemorative days. Apart from **purging away the monotony and tedium** of intellectual exertion being engrossed in books and being riveted to lectures, these festivities make campus life **an enthralling sag**a for students.

- **International Transgender Day** was commemorated with a 'Transgender Awareness Campaign', honoring two transgenders.
- **Road Safety Week** celebrations were held with demonstrations on 'How to be Safe on Road while Driving' by the RTO.
- **World Kidney Day** was observed taking part in the **Manava Karunya Yathra**, in association with the Kidney Federation of India (KFI).
- **International Day of Older Persons** was celebrated with the gathering of 30 senior citizens from Ayyankunnu Panchayath.
- **International Day of Persons with Disabilities** was observed, honouring 150 physically and mentally challenged persons from Ayyankunnu Panchayath.
- **International Day of Yoga** was held with the Yoga Clu*b Sreedhareeyam (Wearer of Well-Being)*, offering practical yoga sessions to NSS students.
- **World Environment Day** was celebrated, planting saplings in the campus and in town premises, collected from the Department of Forests, conducting interdepartmental environment quiz, and making the campus *plastic free*.
- **International Day against Drug Abuse and Illicit Trafficking** was commemorated, with the staff and students taking a pledge never to take drugs and to prevent others from resorting to substance abuse, with flashmobs and human chain demonstrations in towns, and with anti-drugs essay and poster competitions.
- **World Rain Day** was celebrated participating in All Kerala Rain Camp at Madayipara, one of the most scenic tourist spots in Malabar region, organized by Malabar Natural History Society (MNHS) and the Society for Environmental Education in Kerala (SEEK), and another rain camp organized by NEST Kannur at Kanjirakolly, a hill station that lies in the border of Kerala and Karnataka.
- **International Day of Forests** was observed with quiz competition, and Baiju Keezhara who had been on a cycle expedition from Kanyakumari to Ladake covering 14 States of India, sharing his

adventurous, thrilling and enlightening experiences and inspiring students to be in tandem with nature.

- **World AIDS Day** was observed in association with the Public Health Centre, Angadikadavu, staging a street play to conscientize the students about HIV and the preventive measures against the spread of AIDS
- **World Space Week** was observed with Soyamol Thomas, a senior scientist from ISRO, Thiruvananthapuram, taking an interactive session for students on the contributions of space science and technology.
- **Onam celebrations**, the festival of Kerala, were held with day-long interdepartmental competitions: *Flower Carpet,* arm wrestling, variety entertainment, and tug-of-war.
- **National Reading Day** was commemorated with the Department of English conducting interdepartmental quiz, essay, short story, and poem competitions.

The other major celebrations in the campus are**: Talent Hunt, Campus Fests** *(DISC, COMET, SLATE, EQUINOX & DISBEE),* Interdepartmental **Arts & Sports Fests, Christmas, Merit Day** and **College Day** celebrations**.**

File Description	Document
Link for any other relevant information	[View Document](#)
Link for Annual report of the celebrations and commemorative events for the last five years	[View Document](#)
Link for Geotagged photographs of some of the events	[View Document](#)

7.2 Best Practices

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

Response:

Best Practice I

1. Title of the Practice: ELSEN (Employability and Leadership Skill Enhancement Networks)

2. Objectives of the Practice

The unemployment rate among youth between 15 and 29 years of age in Kerala is at 40.5%, the highest in India according to Periodic Labour Force Survey (PLFS). India's average is at 21%, as per the survey released on December 31, 2020. K.P. Kannan, a development economist in Kerala terms this problem as

'educated unemployment', a situation where a person cannot find a job suitable to one's qualifications. The primary reason for this phenomenon is the lack of employability skills: English proficiency, smartness, self-confidence, articulateness, and leadership traits. ELSEN makes the students both qualified and competent for a lucrative career.

3. The Context

The students who join this institution located in a rural setting are from interior areas in the northern districts of Kerala. Most of them, having done their studies up to Plus Two in Malayalam medium schools, are very weak in English, with a poor standard in grammar, vocabulary and pronunciation. Since the valuation of SSLC and Plus Two examinations is done very liberally as per the existing system in Kerala, students have to struggle hard to cope with the UG and PG academic requirements. Having deprived of wide opportunities that their counterparts in city settings enjoy, they are very diffident, with a 'traditional and unmotivated' mindset, short of 'big dreams and targets.' Their communication skill is very low. They are to be made competent and skilled. Motivational sessions and appropriate corrective steps are to be taken to make them career-oriented, and to equip them for jobs suited to their aptitude.

4. The Practice

English Proficiency Certificate Course, conducted by the Department of English, is the first step to make the students competent. **Syllabus** with explanations on methodology is prescribed, and a **textbook** is given to all the students. This course, held **in the beginning of the First Semester** for all the first year UG and PG students, is for **five continuous working days (25 hours).** Students are divided into batches of 25 each to facilitate **practical sessions**: dialogues in pairs, role plays, debates, speeches, intra-batch competitions, and homework. Based on the three-hour examination, C**ertificate with Grade** is presented to students. **Further follow-up** is carried out in all semesters with **speeches** delivered in the classrooms on a regular pattern monitored by class teachers, with the **supply of 'The Hindu'** newspaper in a subsidized rate to all the students to read, with the opportunities given to students to deliver **three-minute message during the Morning Assembly** before the whole campus, with the regular organization of **interdepartmental and intradepartmental debates** on current issues, and with the **professional training** offered to students with aptitude for public speaking.

Networking with professional agencies, specialized training is offered to supplement the employability skills. **Finishing School Certificate Programme** with specialized training in job interview, group discussion, resume writing, physical grooming, and corporate etiquette, is done by *Parivartan,* a leading soft skill training centre in Kochi. **Confidence-building and personality development** workshops are conducted by *Blue Point,* a Corporate Training Agency in Thiruvananthapuram. **Leadership and Group Dynamics training** programmes are done by *Synergy Consultancy Services*, Kozhikode.

The **national level campus fests**, DISC (Film Festival), COMET (Commerce Fest), SLATE (Literature Fest), EQUINOX (Management Fest), and DISBEE (Spell Bee Fest), and the national **research conference**, organized by different departments with the involvement of all the students make them **smart, and confident, and proficient in leadership**. The *Alumni Association* has instituted **Leadership Proficiency Scholarship** to the best performing leaders in every outgoing batch.

The **mentoring system** in the campus, with each faculty following up on average 20 students personally and the **Mentoring Certificate** presented to all students on completion of their course carrying their four personality strengths attested by the Principal complement employability skill package.

Campus recruitments with the leading companies *WIPRO* and *TCS*, mainstream news organizations like *Asianet News*, *Malayala Manorama*, and *Media One,* are arranged, for placement. **Career guidance sessions** are offered for the final year UG students to choose the best higher studies suited to their aptitude.

5. Evidence of Success

After the English Proficiency Course**, English was made mandatory as the medium of instruction** in the classroom. **Four class tests** were additionally introduced along with the two internal examinations in every semester for students **to master the art of crafting answers** for best performance in the End Semester University Examinations. Students **became confident.** The number of students with **A Grade** and the total **pass percentage** were on par with the reputed colleges in Kannur University.

The effectiveness of English Proficiency Course and the further follow-up programmes held throughout the semesters is corroborated with students **winning prizes** in intercollegiate **English Elocution, English Essay Writing, English Short Story Writing, English Versification, and English Drama** competitions for the University level Arts Fest.

Students from this institution were **winners in the state level intercollegiate debate competitions**. Recognizing the quality of leadership and smartness of students from this college, the **Best NSS Volunteer Awards in Kannur University** for the academic years 2017-2018 and 2019-2020 were presented to our students. With the Finishing School programme and other employability skill training workshops, several students **secured placement in leading organizations, cleared IELTS** and went abroad**,** and **got admission for higher studies in prestigious institutions in India and abroad.**

6. Problems Encountered and Resources Required

A key problem in the implementation of ELSEN was **the constraints of time**, with the working days in a semester is normally inadequate for the completion of the prescribed syllabus. Since English proficiency, articulateness, and smartness are essential both for academic accomplishment and for employability, compensatory classes were held on holidays.

Lack of motivation to work towards high-profile careers and lucrative jobs among students was another hurdle on the way. With pep-talks and inspiring messages given regularly during the Morning Assembly, their mental horizons were widened and their mindset was re-programmed to aim high and to forge ahead.

The size, the number of students, was also an impediment as the teachers in the English Department are insufficient to cover all the first year students for the English Proficiency Course in a single week. This course is stretched out to two weeks, with the students divided into half for each week.

7. Notes

ELSEN is a model for other institutions to adopt/implement. The Annual Employability Survey Report by *Aspiring Minds* reveals that 80% of Indian engineers are not fit for any job in the knowledge economy and only 2.5% of them possess tech skills in Artificial Intelligence (AI) that industry requires. The report highlights that the ad-hoc changes in the Indian higher education system would not help address the problem, but it rather needs a systematic and fundamental change to deal with high unemployability numbers. An effective mechanism in every campus is a prerequisite for students to secure a place in the highly competitive job market. The four pillars of education as declared by UNESCO should be catered to:

Learning to Know, Learning to Do, Learning to Live Together and Learning to Be. The young generation should not only be groomed but also be equipped to leave a legacy for generations to come.

Best Practice II

1.Title of the Practice : CEEPS (Civic Engagements for Empathetic and Philanthropic Services)

2. Objectives of the Practice

UGC Report on **'Fostering Social Responsibility and Community Engagement in HEIs in India'** recommended institutional mechanisms for a holistic and functional approach to community engagement.

UNESCO Conference on Higher Education in Paris declared: "Higher education has the social responsibility to advance our understanding of multifaceted issues…and our ability to respond to them."

The Mission of our institution is "to mould morally upright, socially committed and civically responsible persons through an innovative and holistic approach to education."

CEEPS is the system to nurture "social responsibility in students valuing committed service to the needy as an obligation", as in our Value Charter.

3. The Context

The students joining this institution are **from nuclear family settings** where children are pampered, immensely **self-centred and egoistic**. Growing up in a safe and secure ambience, with little or no experiences of inconveniences, students are **unaware of the struggles of the downtrodden** and the deprived. Therefore, the primary challenge is **to motivate students and parents to become active partners** with the management and the staff for taking up and implementing projects for the marginalized in the neighbourhood.

The **mobilization of fund** for the key ventures especially for the **construction of five houses** (*Sneha Veedu Project*) for five deserving homeless families in the last five years was an arduous task.

Engaging the students **to serve the needy in Care Homes**, Public Health Centres, Panchayats, and Municipalities, and **networking with Government Departments and N**GOs for environmental protection, assistance in relief camps during natural calamities, and anti-drugs campaign was also a difficult mission.

4. The Practice

The biggest philanthropic project to cultivate empathetic social commitment in students was the **construction of house for a poor family every year** from 2015-2016 to 2019-2020: **Sneha Veedu Project**. It demanded heavy financial backing, and the involvement of all the stakeholders: management, staff, students, parents, panchayath authorities, and public.

The first step was to **make the students empathetic** taking them batch-wise **to Care Homes**: *Sneha*

Bhavan in Koottupuzha and Charal, *Providence H*ome in Vilamana, *Mythri Bhavan* in Aralam, *Sneha Sparsham*, Thokkillangady, *Baalika Bhavan* in Palathumkadavu and *Chakkarakuttan* in Ulikkal.

NSS Volunteers took up leadership and owned up *Sneha Veedu* Project. Fund was raised **from parents** during *PTA meetings*, from **students** through contributions *cancelling birthday celebrations* and through *coupons with receipts* from **well-wishers**, from **staff** contributing *part of their salary*, and from the **Management**.

Five houses (**700 sq. ft. at** Rs. four lakh in 2016, **920 sq. ft.** at Rs. five lakh in 2017, a **600 sq. ft.** at Rs. four lakh in 2018, the **roofing of a house** with Rs. 50,000 during flood in 2019, **709 sq. ft.** at Rs. six lakh in 2020 were constructed. A **600 sq. ft. house** is now under construction.

Students were **at the relief camps** and **leading the clean-up drive** when the devastating flood swallowed up Kerala in 2018 and 2019. Students donated **one lakh rupees to Chief Minister's Relief Fund**, and **Rs. 50,000 to University NSS Relief Fund**. Students distributed f**ood items and clothes worth Rs. 1,75,000 in relief camps**, and **study tables and chairs to 30 school** children in a tribal colony.

During Covid 19 lockdown, students **distributed food packets worth Rs. 1000 to 100 familie**s, donated **LED TV to a tribal colony** for children to attend class, and **sponsored eight smart phones** for poor students to attend online classes. Joining the District Mental Health Programme, students were **engaged in counselling those quarantined** in Kannur district for a month.

Blood donation camp is a regular programme. Students are involved in the **construction of check dams and bunds** for water conservation, in the **planting of saplings**, in the **women empowerment ventures**, in the **tuition classes for tribal children**, in the **human chain awareness campaign against drugs**, in **street play and flash mob** performances in towns on AIDS and tuberculosis, in **health awareness campaigns** through **PHC**s, and in the implementation of government projects **networking with panchayats, municipalities and child and social welfare department**s.

5. Evidence of Success

Recognizing the empathetic and philanthropic services, Kannur University presented the **Best NSS Unit, the Best NSS Volunteer and the Best NSS Programme Officer Awards** to Don Bosco Arts & Science College for the academic years 2017-2018 and 2019-2020.

With the **social sensitivity** instilled in students, construction of '**Sneha Veedu' is taken up as a must-do annual project**. The sixth house for a homeless family is nearing its completion.

Certifying the community engagement of students, this institution was the recipient of several other **Awards** including the **Largest Blood Donor** Award, Government's **Anti-Drugs Awareness Creation** Award, Government's **Breastfeeding Awareness Creation** Award, **Flood Relief Services** Award, and **Organic Farming** Award.

Re-living the spirit of social commitment imbibed from this campus, one batch in the Alumni Association **raised fund for the construction of a toilet** for a very poor family in 2019. Another batch **instituted Vipin Vincent Memorial Scholarship** for a poor student every year. College Union **launched scholarships for five Best Striving Students** in the campus every year.

The best acknowledgement is from the Government of Kerala choosing this institution as the only college along with **Loyola College, Thriuvananthapuram and Rajagiri College, Kochi to do Social Impact Assessment (SIA)** for government projects.

6. Problems Encountered and Resources Required

The major problem for civic engagements to enhance the social intelligence of students was the **mobilization of fund for the prime project:** building a house every year for a poor family in the neighbourhood. Making all the stakeholders partners and participants in the project, their support was ensured and retained.

Time constraints, with the students fully engaged in academic pursuit, thwarted the speedy completion of the housing project, and **contained the other ventures** being carried out in close collaboration with the Panchayats, Municipalities, PHCs, Health, Social and Child Welfare Departments, District Prisons, and District Mental Health.

The common **perception of parents with traditional mindset** confining education to mere **acquisition of bookish knowledge** and students' role being relegated to 'bookworms', parents had to be frequently motivated and inspired to get their children involved in civic engagements. PTA meetings were used as a platform to convince parents about their accountability to society.

7. Notes

CEEPS (Civic Engagement for Empathetic and Philanthropic Services), envisaged with a **PRIME ANNUAL PROJECT** (like *Sneha Veedu*: *Homing the Homeless)* is the ideal mechanism to infuse social responsibility and social commitment into students in a campus.

The social intelligence of students can be enhanced only **with a wide variety of civic engagements**: environmental protection programmes, spending a day with the inmates of old age homes, orphanages and palliative care units, awareness campaigns with street plays, flash mobs, short films, and documentaries, and philanthropic activities in tie-up with government departments and NGOs.

The implementation/adoption of CEEPS in any campus is possible with **the best involvement of NSS Units and Department Associations**, along with linkages established with Panchayats, Municipalities, Social Welfare and Health Departments, and NGOs in the neighbourhood. Community engagements will **mould students into disciplined citizens** with an inner urge to be **empowered and enlightened crusaders** for a noble cause.

File Description	Document
Link for Best practices in the Institutional web site	[View Document](#)
Link for any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

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

Response:

Best Equipped and Synergized Teaching (BEST)

The ordinary students who can't secure admission either in government or aided colleges on merit because of shortage of marks in the qualifying examinations **are groomed into extraordinary and laudable performers, with an innovative teaching-learning process carried out in a superbly equipped environment.**

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It was **with a purpose** that DBASC was established **in a rural setting** at Angadikadavu, 54 km away from the district headquarters of Kannur, investing about Rs. 40 crore in the last 15 years: to **impart quality education** to the young people **from ordinary backgrounds** in a Higher Education Institution (HEI) with the **state-of-the-art infrastructure** on par with the facilities available in the reputed colleges in cities.

The Governing Body and the Management Council envisaged a **Model College,** *away from the hustle and bustle of city* life, where students are **moulded to be competent and smart** for professions suited to their aptitude and calibre, **in a family ambience**, with *personal follow up, caring accompaniment, timely interventions, innovative teaching-learning strategies, ample opportunities for extracurricular and civic engagements*, and *rigorous academic pursuit.*

Recognizing the commendable legacy left by the institution since its inception, Kannur **University Syndicate held on 19th June 2018**, **declared DBASC a 'Model College'** based on the Report of the Expert Committee on the Assessment of Infrastructure and the Performance Appraisal of the colleges, affiliated to the University of Kannur.

The **performance of DBASC's ordinary** students who had scored only average or above average marks in the qualifying examinations has always been **on par with the level of performance of students with better intellectual potential** at government and aided colleges for UG and PG examinations in the university. The **pass percentage** of students from DBASC is **above university average** and is **much higher than that of all the other Self-Financing Colleges**.

Best Equipped Environment

DBASC is an **exquisite campus**, elegantly landscaped, ideally designed, and spaciously laid out, with the **best infrastructure** and **cutting-edge facilities**: spacious ICT-Enabled **classrooms**, highly-advanced **online library** with INFLIBNET, N-LIST and Shodhganga, air-conditioned high-tech **conference hall**, well-furnished **seminar halls** and **auditorium**, air-conditioned **audio-visual production studio** for in-house content creation, very convenient and homely **hostels**, and well-set **playgrounds**.

Synergized Teaching

The Students at DBASC make **remarkable progress** in their studies, compared to their earlier performances elsewhere, because of the teaching and learning styles innovatively adopted to equip them for examinations. Students are moulded academically with a synergized approach: **personal accompaniment** with the active involvement of both teachers and batchmates.

Applying **FINA** (*Friend In Need Accompaniment*), the academically weak students in a batch are **assisted by the best performing students** under the supervision of the class teacher with regular remedial coaching and tests.

Through **FACE** (**Faculty Accompaniment for Capability Enhancement**), teachers **identify the special talents** of academically weak students in **sports and arts**, and offer them professional training and opportunities to win prizes in intercollegiate university level arts and sports competitions, and **to secure grace marks**.

Teachers conduct **four class tests** and **two internal examinations** within every semester before the university examinations to ensure that students are **fully prepared and confident** to score the marks that they are capable of. **Revision** is also done with the **previous question papers** made available as **Question Bank** in the homepage of the college website.

An in-depth session on scientific study methods (**'Examination Preparation: Tips & Tricks'**) by the **Principal** is given to all the *first year UG and PG students* at the commencement of the First Semester itself.

The tables given below present the comparative analysis of the performance of DBASC students against university average and the average of Self-Financing colleges:

Comparison of Academic Performance: PG Batches

Departments	Pass % of Kannur University	Pass % of Other Self-Financing Colleges	Pass % of DBASC with grace marks for sports revaluation/suppleme examination	
2014-2016				
MA English	52.63	27.74	73.33	
MCom	56.94	50.48	75	
MA Journalism			95 First Rank	
MSW			90.63 I,II,III Ranks	
2015-2017				
MA English	40.52	24.97	38	
MCom	57.43	39	83	
MA Journalism			100 I & III Ranks	
MSW			90.63 I & III Ranks	
2016-2018				
MA English	46.77	36.49	50	
MCom	52.17	38.76	85	

MA Journalism			77 Second Rank
MSW			100 I &III Ranks
2017-2019			
MA English	40.74	27.38	60
MCom	71.35	62.08	96
MA Journalism	100	100	100
MSW	100	100	100 I&III Ranks
MSc Maths	73.72	68.63	100
2018-2020			
MA English	42.40	23.14	50
MCom	62.27	66.49	82
MA Journalism			95 II&III Ranks
MSW	88.75	88.75	96.55 First Ranks

Comparison of Academic Performance: UG Batches

Departments	Pass % of Kannur University	Pass % of Other Self-Financing Colleges	Pass % of DBA with grace ma for spo revaluation/su examination
2013-2016			
BA English	81.39	84.76	92
BSc Maths	84.06	87.52	93.33
BCom	76.83	73.16	92
BBA	66.81	59.67	85
BCA	77.26	74.08	96
2014-2017			
BA English	47.24	38.73	80
BSc Maths	60.85	51.87	90
BCom	38.02	30.6	78
BBA	29.29	15.98	53
BCA	32.05	32.68	80
2015-2018			
BA English	42.23	35.68	72
BSc Maths	53.94	35.57	62
BCom	44.05	40.90	77
BBA	26.04	21.35	56
BCA	31.12	30.45	77
BSW	44.78	44.09	71
2016-2019			
BA English	52.02	42.36	89
BSc Maths	64.21	47.93	71
BCom	52.84	47.06	79
BBA	38.04	30.81	41
BCA	48.44	45.22	68
BSW	52.63	50.20	79

2017-2020				
BA English	55.1	44.54	77	
BSc Maths	58.79	49.11	50	
BCom	48.22	39.82	69	
BBA	38.25	27.32	36	
BCA	44.42	40.57	70	
BSW	58.47	58.67	7	

Best UG Performers Stay on for PG

The best **testimony for student satisfaction** is the decision of several students who completed their UG programme here **to continue their PG here** itself. Most of the students who stay on for PG were toppers in UG programmes. **163 students** who had done their UG programme at DBASC joined for PG here from 2015-2020: 69 for MCom, 51 for MSW, 15 for MA English, 15 for MA Journalism and 13 for MSc Mathematics.

Academic Year	**Students who joined for PG from UG**
2015-2016	25
2016-2017	24
2017-2018	29
2018-2019	23
2019-2020	30
2020-2021	32
TOTAL	**163**

File Description	**Document**
Link for appropriate web in the Institutional website	[View Document](#)
Link for any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

DBASC has **credence** among the public because of the following additional reasons;

- **CHILDLINE** Nodal Agency established in the campus, functioning very actively, networking with government departments and NGOs, protecting child rights effectively**.**
- **Democratization of campus** with the best channelization of College Union leaders **elected in presidential mode**, and the department association leaders actively involved in interdepartmental arts and sports competitions, South Indian/State/intercollegiate fests hosted by different departments, university level arts fest and sports meet and tournaments, and merit day and annual day celebrations.
- Esteemed and recognized as one of the **best performing and leading** colleges in Kannur University in intercollegiate arts and sports.
- Best equipped **audio-visual production studio** for professional training in television news, documentaries, short films, music videos, radio programmes, advertisements and academic content creation.
- Well-furnished **computer lab**, with 65computers for students to do their practicals
- Establishment of publication wing, *Don Bosco Books*, with already having 11 books to its credit.
- **Widely used college website** (www.donbosco.ac.in) with over 8,45,773 views in four years, for academic purposes by students and teachers across the university, as per the data on April 21, 20121
- Substantial number of **student placement** in reputed organizations and outstanding student progression.
- **Fully automated** with *BookMagic* integrated library management software, providing Web OPAC, offering a rich collection of print and digital resources and has online access to Inhouse e-resources, electronic database, e-journals and e-books.
- Special care of academically weak students with **FINA (Friend In Need Accompaniment)** and of the outstanding students with **FACE (Faculty Accompaniment for Capability Enhancement**).
- Credibility established with **students joining the college from all over Kerala and from other States** including Mizoram, Nagaland, Manipur, Assam, Andhra Pradesh, Telangana, Karnataka, Tamil Nadu, Maharashtra, Delhi and from abroad.
- **Free education/fee concession** offered to Students from economically backward families (29 to 35 % of the students).
- **Scholarships** offered to the **best performing students** of every batch, two toppers of every batch in university examinations, students with best leadership proficiency in every batch, and the best two intercollegiate performers from UG and PG sections.

Concluding Remarks :

DBASC is Kannur University's **'Unparalleled Higher Education Institution**.' The testimonials and commendations from the stakeholders from different walks of life confirm this claim:

 "I am most happy to note that DBASC is the **Best Maintained and Modern College Campus** that I have visited in Kannur."   **Prof. Gopinath Ravindran, Vice-Chancellor, Kannur University**

"It was in recognition of the credibility of the institution with its state-of-the-art infrastructure that I **donated a large number of books** to DBASC library. Appreciating the professionalism found in the Department of

Journalism, I **instituted scholarships** to the best performing students in Journalism and English Departments."
Dr. J.V. Vilanilam, Former Vice-Chancellor, Kerala University

"I came to DBASC first as a university examiner from the news media industry. Thereafter the college kept attracting me **as an island of bliss** and I have frequented the place as a **teacher, examiner and as a recruiter**. One thing which always amuses me at DBASC is the **holistic approach** towards the students' development. Once someone gets into this institution, be a student, teacher, examiner, or parent, they are thereafter looped into the Don Bosco Chain." **S. Biju, Asst. Executive Editor, Asianet News Channel, Thiruvananthapuram**

"Being a student of DBASC was one of the **best decisions in my life**. I earnestly believe that it is the extraordinary Faculty and people there who **made my life and my career extraordinary**. I had a **complete makeover in my personality** be it learning professionalism, developing work ethics, inculcating soft skills or forming some beautiful bonds. The best part is that, I can find Don Bosco alumni, wherever I go. I am **proud to say, I am from Don Bosco."** **T.K. Saneesh, MCJ 2004-2006 Batch, Producer,** *Manorama News***, Kochi and Winner of Goenka National Award for Excellence in Journalism Twice, 2015 & 2019.**

"Though hailing from Delhi, the two years I had lived in this campus were very exciting and extraordinarily fruitful. The campus fests held there, were always a visual delight. It was DBASC that identified and enhanced my capabilities that I didn't know, I had**. Sree Harsha, MA English 2017-2019 Batch, PhD Scholar, Amity University, Delhi**