



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

DON BOSCO INSTITUTE OF MANAGEMENT STUDIES AND COMPUTER APPLICATIONS

**DON BOSCO INSTITUTE OF MANAGEMENT STUDIES AND COMPUTER
APPLICATIONS SY NO 8/7 KUMBALAGODU MYSORE ROAD BANGALORE**

560074

www.dbimsca.edu.in

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Don Bosco Institute of Management Studies and Computer Applications (DBIMSCA), established in the academic year 2000-2001 by the Wayanamac Education Trust (WET) in Kumbalagodu Village, Bangalore, is a renowned institution dedicated in providing quality education with a global perspective. With over 21 years of rich history, DBIMSCA is nestled in a picturesque 2.32-acre campus, reflecting its commitment to providing an ideal learning environment.

As a self-financed institution, started with milestone Don Bosco Institute of Bioscience and Management Studies (DBIBMS) with a Master of Science in Bio-Technology in the year 2001-02 with an intake of 35 students with affiliation to Bangalore University. The evolution and expansion of Don Bosco Institute of Bioscience and Management Studies (DBIBMS), later renamed as Don Bosco Institute of Management Studies and Computer Applications (DBIMSCA). Don Bosco Institute of Management Studies and Computer Applications (DBIMSCA) offers a diverse range of programs including Master of Business Administration (MBA), Bachelor of Computer Application (BCA), Bachelor of Business Administration (BBA), and Bachelor of Commerce (B. Com). Recently, DBIMSCA has expanded its offerings by applying for two additional undergraduate courses from Bangalore University Bachelor of Science in Fashion & Apparel Design (FAD), alongside a Bachelor of Arts in Journalism and Psychology (BAJP) and one postgraduate Master of Commerce (M. Com). This expansion underscores DBIMSCA's dedication to meeting the evolving educational needs of students. The college boasts a fully functioning IQAC cell, dedicated and qualified full-time faculty from both corporate and educational backgrounds, an efficient placement cell, an exam cell, an entrepreneur cell, and Seventten various functional clubs for students. Additionally, it fosters Industry-Academic Linkages, offers Value Added Programs (VAP), and supports NCC activities. Over the past 21 years, the college has served students and stakeholders alike, with alumni spread across the world, and is now renowned for having its diaspora in many parts of the globe. As an institution committed to advancing technical education, DBIMSCA acknowledges its responsibilities to stakeholders: students, parents, industry, policymakers, and the wider community. Prioritizing staying abreast of current trends and making meaningful societal contributions, DBIMSCA remains steadfast in mission to foster excellence in humanities, sciences, and management education.

Vision

To be the Most Preferred Institution by Students, Parents, and Recruiters.

- To become the educational institution most preferred by students, parents, and recruiters is a formidable yet rewarding aspiration. It requires a concerted effort to cultivate an environment that fosters academic excellence, holistic development, and career readiness.
- First and foremost, the institution prioritize the quality of education it delivers. This involves employing

highly qualified faculty members who are not only experts in their respective fields but also passionate about teaching and mentoring students. Additionally, providing state-of-the-art facilities, modern infrastructure, and access to cutting-edge technology enhances the learning experience and ensures students are equipped with the skills necessary to thrive in their chosen careers.

- Furthermore, creating a supportive and inclusive campus community is essential. DBIMSCA involves promoting diversity, equity, inclusion, and ensuring that all students feel valued and supported regardless of their background or circumstances. Implementing robust support services such as counselling, mentorship programs, and academic advising helps students navigate challenges and achieve their full potential.
- Moreover, forging strong partnerships with industry leaders and employers is crucial. Collaborating with companies for internships and industry projects provides students with real-world experience and enhances their employability upon graduation. Additionally, engaging recruiters in campus events, career fairs, and networking opportunities facilitates job placements and strengthens the institution's reputation as a talent hub.
- Communication and transparency play a vital role in building trust and credibility among stakeholders. Providing clear information about academic programs, admission processes, financial aid options, and outcomes data helps students and parents make informed decisions. Soliciting feedback from all stakeholders and actively responding to their concerns demonstrates a commitment to continuous improvement and accountability.
- In summary, becoming the educational institution most chosen by students, parents, and recruiters requires a holistic approach that encompasses academic excellence, student support, industry engagement, and transparent communication. By prioritizing these factors and continuously striving for excellence, the institution can position itself as a leader in higher education and a preferred destination for all stakeholders.

Mission

1. To impart knowledge and skillsets for proficient development across all societal sectors.
2. To provide an empowering learning environment with the right blend of values of

procedural competency.

3. To equip entrepreneurial, universal mind-set, industries, and different sections of society.

4. To sensitize students to the challenges to global social-economic and ecological sustainability with ethical magnitudes.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strengths:

- 21th year of existence, and sustained growth.
- Commendable track record in achievements of academic results in all courses
- State-of-the-art computing facilities, lab infrastructure, and Internet connectivity foster a conducive learning environment.
- The Teaching Faculty of DBIMSCA has given significant contributions to affiliating Universities as members of BoE, and BoS, and as chairperson for various apex bodies.
- Committed to management with a visionary outlook.
- Well-qualified and dedicated faculty actively engaged in teaching.
- Industrial linkages through MoUs facilitating internships and on-the-job training for hands-on experience.
- Consistent academic achievements, including University rank holders.
- Strong student mentoring and counselling system coupled with effective feedback mechanisms.
- Quality work-life balance for employees.
- Effective implementation of conducting remedial classes.
- Equal emphasis on co-curricular activities.
- Separate hostel facilities for male and female outstation students.
- Responsive administration which has become more decentralized.
- Transportation facility within Bengaluru city.
- Campus-wide CCTV surveillance ensuring safety and security.

Institutional Weakness

- Need for greater focus on Research and Development (R&D) and Consultancy.
- Requirement for more Ph.D. faculty in Management, Commerce, and Computer Applications.
- Limited diversity among students, particularly from rural areas.
- Improving international branding, since it has been hit by the pandemic.
- Collaboration of Industry-Academy linkage needs to be strengthened.
- Retention of faculty is challenging since the ecosystem of the job market is very high and the teachers move out for greener pastures.

Institutional Opportunity

- Collaboration with reputed institutes and foreign universities for student-faculty exchange programs.
- Increasing visibility at national and international levels.
- Strengthening community outreach activities with government and non-government organizations.
- Access to a vast array of online and self-learning resources.
- Encouragement of entrepreneurship and start-ups across various fields.
- Pursuit of autonomous institute status.

Institutional Challenge

- Attracting eminent researchers and academicians to the campus.
- Dependency on the parent university for introducing academic reforms.
- Decreasing placement opportunities in fields such as finance and business analytics.
- Inadequate evaluation by ranking agencies leading to inappropriate grading.
- Retaining faculty members owing to very high opportunities for professionals of their choice is available, and it is the biggest of the challenges.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Criterion 1- Curricular Aspects

The curricular planning and implementation at the Don Bosco Institute of Management Studies and Computer Applications are fundamental to achieving excellence in higher education. The institution meticulously designs action plans to ensure effective execution of the curriculum, actively involving the teaching faculty in the process. Notably, emphasis is placed on instilling social and human values, professional ethics, gender equality, health, hygiene, and environmental awareness within the curriculum. To reinforce these values, the institution regularly hosts seminars, workshops, and invited lectures on pertinent topics such as girls' education, women's empowerment, gender issues, health awareness, and yoga.

Furthermore, the college emphasizes academic flexibility by offering students a diverse range of subject combinations as per the Choice Based Credit System (CBCS) and New Education Policy (NEP) curriculum. Additionally, the institution conducts regular assessments and evaluations per university guidelines. To enrich students' learning experiences beyond the curriculum, a variety of Add-on courses, Value-added programs, Certificate courses, and skill-enhancement initiatives have been introduced. Practical learning opportunities such as fieldwork and industry visits are actively encouraged to foster excellence among students.

Moreover, the Don Bosco Institute of Management Studies and Computer Applications has established a robust feedback system to solicit input from stakeholders for continuous quality improvement. Stakeholders are encouraged to share their suggestions and feedback, ensuring that issues are promptly addressed and resolved. This feedback mechanism plays a crucial role in enhancing the overall educational experience and maintaining the institution's commitment to excellence.

Teaching-learning and Evaluation

Don Bosco Institute of Management Studies and Computer Applications is highly cognizant of the potential brilliance of its students and is committed to providing comprehensive information and guidance to aspiring individuals seeking admission to various undergraduate and postgraduate courses. The institution upholds complete transparency throughout the admission process. Furthermore, it places great emphasis on maintaining an optimal teacher-student ratio and fostering a healthy mentor-mentee relationship. Faculty members at our college diligently explore innovative teaching methodologies utilizing available resources. Continuous internal assessments, evaluations, and periodic examinations, as per Bangalore University standards, are integral to our academic framework.

The faculty actively engages in the examination process conducted by Bangalore University, including setting question papers, moderation, invigilation, and evaluation. Mentors play a pivotal role in the holistic development of students, with the institution prioritizing their involvement. The teaching-learning process has evolved from traditional methods to modern, sophisticated approaches incorporating ICT, Smart Boards, virtual classrooms, and interactive techniques tailored to student-centric learning.

To optimize the teaching-learning process, the institution has implemented various measures, including academic calendar preparation, lesson planning, monitoring class attendance, efficient library utilization, combined mode education, and effective evaluation methods, all aimed at achieving Program Outcomes (PO), Program Specific Outcomes (PSO), and Course Outcomes (CO). Documentation of progress, both advanced and for slow beginners, is diligently maintained to enhance the teaching-learning process. There's a strong emphasis on the development of teaching and learning skills over mere knowledge acquisition, supported by an annual academic plan. The institution ensures transparency and accountability by stating and displaying program outcomes, program-specific outcomes, and course outcomes on its website and other relevant platforms. Regular evaluations are conducted to assess the attainment of outcomes across all courses and programs offered.

Research, Innovations and Extension

Criterion 3- Research, Innovations, and Extension

The institution's teaching activities are further enriched by the research endeavours of its faculty members. Continuous encouragement is provided to faculty members to engage in research work and support them in obtaining Ph.D. degrees. Moreover, several faculty members have initiated their Ph.D. pursuits during this period, showcasing the institution's commitment to scholarly pursuits.

In its Self-Study Report, the Don Bosco Institute of Management Studies and Computer Applications highlights various extension activities conducted within and outside the campus. These activities focus on raising awareness about social issues and addressing community needs. Student participation in these initiatives is actively encouraged, fostering empathy and broadening their understanding through direct engagement with the local community.

The institution's NSS wing organizes various events such as blood donation camps, road safety awareness programs, anti-tobacco campaigns, AIDS awareness initiatives, and World Environment Day activities. Additionally, faculty and students are encouraged to participate in international conferences and present papers

alongside peers from other institutions, further enriching their academic experiences. The college has established functional MOUs with other institutions to cater to student needs effectively. Furthermore, the institution regularly hosts seminars and workshops to provide additional opportunities for student development and learning enhancement.

Infrastructure and Learning Resources

Criterion 4- Infrastructure and Learning Resources

The institution strategically situates itself for easy accessibility, ensuring a conducive academic and learning environment. It prioritizes inclusivity, providing excellent infrastructure to facilitate the effective delivery of education. Classrooms, utility halls, computer labs, a business lab, a language lab, and a network resource centre offer ICT facilities for practical demonstrations and enhanced learning experiences. Management has invested in developing comprehensive infrastructure and learning resources on campus to achieve its goal of providing excellent education. The campus is adorned with lush gardens and landscaping, boasting 27 well-equipped classrooms, laboratories, and a library stocked with 18,000 books. Additionally, there's ample space for outdoor activities, including a spacious playground and basketball court. The college features a seminar hall accommodating 200 attendees, an ICICI Bank branch, an ATM counter, a canteen, and power backup facilities with generators and UPS systems. Each department enjoys an exclusive staff room, with approximately three such rooms available. LED projectors are installed in classrooms to facilitate modern teaching methods, with twelve classrooms equipped for ICT use. Smart classrooms provide students with immersive learning experiences, and ICT resources are plentiful, with a computer-to-student ratio of approximately 1:5. The institution maintains the upkeep of its electrical fixtures and connections with the appointment of an electrician. Additionally, an in-house system administrator and technician are employed to oversee maintenance of the building, computers, and equipment, ensuring smooth operations.

Student Support and Progression

Criterion 5- Student Support and Progression

The Student Support and Development ethos of the college is dedicated to providing a comprehensive, progressive, and sustainable educational experience for our campus community. Student educational development stands as the cornerstone of our college development policy.

To ensure the enhancement of student campus life, the college has established various initiatives and platforms. Cells and Committees, Student Associations and Clubs, as well as NSS, mentor students in academic, curricular, and extracurricular activities, fostering critical thinking and problem-solving skills development. From admission to graduation, all students receive well-structured guidance and regulations for both undergraduate and postgraduate programs. The college utilizes multiple communication channels such as the college website, WhatsApp groups, email notifications, and standard college announcements to ensure students remain informed and supported. Additionally, eligible students have access to scholarships provided by the Government of India.

The college actively promotes involvement in sports and cultural activities, celebrating our students' achievements in numerous inter-college and inter-university events. Departments regularly organize academic lectures and research-oriented interactions with industry experts. The placement cell conducts career guidance

workshops and facilitates campus recruitment drives, while individual departments offer subject-specific career guidance. Student grievances are promptly addressed through various communication channels, including messages, emails, and personal interventions by concerned faculty and support staff. The college prioritizes student well-being by fostering physical, mental, and emotional health through active classroom engagement, mentorship programs, and access to counseling services. Alumni engagement is also strongly encouraged, fostering a sense of community and continuity within the institution.

Governance, Leadership and Management

The College boasts a robust administrative structure comprising various bodies such as the Governing Body, Teacher's Council, Academic Sub-committee, IQAC team, Finance Committee, Women's Cell, Purchase Committee, Statutory Committee, and Library Committee, among others. These bodies play an active and supportive role in ensuring the smooth functioning of the College. The Governing Body holds the highest decision-making authority, with the principal serving as the Secretary responsible for implementing its decisions. Additionally, the Principal, empowered by statutory powers, enforces all rules and regulations of the College under Bangalore University statutes. Teachers are occasionally invited to serve as Guest Faculty at Bangalore University, with the college granting permission to the respective faculties. Institutional funding primarily stems from student fees and the College prides itself on maintaining a transparent governance system. Regular meetings of the Governing Council are convened to address issues concerning the institution's overall development. Furthermore, the Head of Institution (HOI) and IQAC ensure the holistic development of students in alignment with the institutional vision and mission statement. The Institution draws its Strategic Plan to enhance the core components and fulfill its Vision and Mission. As a short-term plan, DBIMSCA wants to have continuous progress towards Quality in Academics, Quality in Teaching and Learning, To build a dynamic vibrant research culture in the Institution, Long-term plan DBIMSCA has a plan to create and implement cross-discipline collaborative programs that have a direct impact on the quality of education at the national and international levels. These programs will also increase department resources by introducing new courses that increase knowledge and skills. To provide cross-cultural exposure and a global perspective to the students, DBIMSCA has a plan to develop an extensive International Students Exchange Network. To create an ever-evolving ecosystem of start-ups and entrepreneurs, DBIMSCA wants to establish world-class incubators at institutions and corporates among others. The institution has a dream of becoming deemed university by 2027.

Institutional Values and Best Practices

Criterion 7- Institutional Values and Best Practices

DBIMSCA was established with a clear mission to advance equality and equity within society. It ensures equal opportunities for all students, particularly aiming to eradicate gender-based discrimination. The institute actively educates and empowers girls about their rights and equal opportunities. Dedicated facilities such as girls' restrooms, hostels, and toilets cater specifically to their needs. Additionally, the campus is designed to be accessible, with ramps for those with reduced mobility. The college is committed to supporting physically disabled students by providing the necessary facilities to help them reach their full potential.

Implementation of a waste management system ensures campus cleanliness, while rainwater harvesting is employed for various purposes. DBIMSCA conducts valuable programs focused on environmental protection and sustainable development, including initiatives such as World Environment Day celebrations, temple clean-up drives, and awareness campaigns. Plastic usage is strictly prohibited, with campus-wide signage promoting a

plastic-free environment.

NSS candidates engage in diverse activities, such as tree planting and campus clean-ups, to foster a healthy environment. Moreover, DBIMSCA incorporates energy-saving measures by installing LED bulbs, solar lights, and solar power plants across classrooms and the campus. The institute takes proactive steps to foster inclusivity, promoting tolerance and harmony among students and staff across cultural, regional, linguistic, and communal backgrounds. Sensitization sessions on constitutional obligations, citizen rights, duties, and responsibilities further reinforce these values among the DBIMSCA community.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DON BOSCO INSTITUTE OF MANAGEMENT STUDIES AND COMPUTER APPLICATIONS
Address	DON BOSCO INSTITUTE OF MANAGEMENT STUDIES AND COMPUTER APPLICATIONS SY NO 8/7 KUMBALAGODU MYSORE ROAD BANGALORE
City	Bangalore
State	Karnataka
Pin	560074
Website	www.dbimsca.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Tabreez Pasha	080-28437027	9972005511	080-28437029	directordbims@gmail.com
IQAC / CIQA coordinator	V P Thiruloga sundaram	080-28437028	9047792223	080-28437031	director@dbimsca.edu.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Karnataka	Bangalore University	View Document

Details of UGC recognition

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	15-05-2023	12	Extension of Approval

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	DON BOSCO INSTITUTE OF MANAGEMENT STUDIES AND COMPUTER APPLICATIONS SY NO 8/7 KUMBALAGODU MYSORE ROAD BANGALORE	Urban	2.32	4710

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,Department Of Commerce,Commerce	36	PUC	English	100	61
UG	BBA,Department Of Business Administration, Business Administration	36	PUC	English	60	49
UG	BCA,Department Of Computer Applications,Computer Applications	36	PUC	English	60	60
UG	BA (Journalism),Department Of Journalism,	36	PUC	English	40	0
UG	BA,Department Of Psychology,Psychology	36	PUC	English	40	0
UG	BSc,Department Of Fashion Design,Fashion Design	36	PUC	English	40	0
PG	MBA,Department Of Management Studies,Management Studies	24	UG	English	120	120

PG	MCom, Department Of Commerce Pg, Commerce	24	UG	English	40	0
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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	3				3				32			
Recruited	3	0	0	3	2	1	0	3	12	20	0	32
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				11
Recruited	7	4	0	11
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	1	1	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	0	0	1	0	0	0	0	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	1	0	12	20	0	34
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	0		1		1

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	89	3	0	0	92
	Female	76	1	1	0	78
	Others	0	0	0	0	0
PG	Male	73	2	0	0	75
	Female	44	1	0	0	45
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	10	7	10	5
	Female	12	8	5	5
	Others	0	0	0	0
ST	Male	5	1	3	0
	Female	1	3	1	1
	Others	0	0	0	0
OBC	Male	93	73	85	52
	Female	71	70	65	25
	Others	0	0	0	0
General	Male	46	29	22	22
	Female	21	8	9	6
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		259	199	200	116

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The involvement of numerous disciplines or areas of study in a research project. This can include combining knowledge and capability from different fields to address a complex problem or issue. Interdisciplinary refers to the addition of knowledge and approaches from multiple disciplines to create a new field of study or to solve a problem that cannot be addressed within a single discipline. This often involves combining concepts and methods from different fields to create a more holistic accepting of a topic or issue. Both multidisciplinary and interdisciplinary approaches can be valuable in addressing complex problems or issues that require a broad range of knowledge and expertise. Our institute plans for offering a multidisciplinary flexible curriculum that enables multiple entry and exits at the end of the first, second and third years of undergraduate education. It allows students to tailor their course of study to their individual interests and goals. The curriculum might include a set of compulsory core courses that all students must complete as well as a range of elective courses that students can choose from based on their interests. This allows students to modify their course of study to some extent, while still certifying that they are receiving a well-rounded education. While the curriculum may be flexible, it is important that the institution maintains the consistency of learning and ensures that students are receiving a high-quality education. This might involve setting high standards for coursework and assessments, providing support and resources to help students succeed and regularly evaluating and revising the curriculum to ensure that it is gathering the needs of students. The institute is taking efforts to provide a well-rounded and holistic education that aligns with the goals of the National Education Policy 2020.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Academic Bank of Credits depends upon the guidelines of the Bangalore University. As per the circular from the Bangalore University the students were advised to create their NAD (National Academic Depository) id through the university provided website and the link. This has fostered the digital storage of every individual student's academic credits. The purpose of the process is to access the examination certificates by different stakeholders. The competent authority informed all students to</p>

	follow the circular and to create the NAD id as per the instruction.
3. Skill development:	<p>DBIMSCA focuses on providing vocational education and preparation to its students, aiming for skill development and employability. It also organizes activities to promote values and civic responsibility among students and has made certain courses on Democracy, Elections and Good Governance are mandatory for degree students. In addition to traditional classroom instruction, the institute also uses online learning methods to provide vocational education to learners. Value-based education is an approach for teaching and learning that focuses on the development of certain values in students. These values may include humanistic values such as consideration and empathy, ethical values such as honesty and integrity, constitutional values such as respect for the rule of law and universal human values such as truth, righteousness, peace, love and nonviolence. There are several ways that institutions can provide value-based education to inculcate positivity in learners. Some of these may include: This can be done by including value-based themes and lessons into various subjects, such as literature, languages and social sciences. This helps students to learn about and understand the importance of these values in a more holistic and contextualized way.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>An appropriate incorporation of Indian Knowledge systems in education includes incorporating traditional Indian knowledge and practices such as teaching in Indian languages and promoting Indian culture into the curriculum and teaching methods. This is done through a variety of approaches including: This involves using Indian languages as the primary medium of instruction, rather than English or other foreign languages. This can help students to understand and connect with the knowledge and culture of India. This involves including topics such as Indian literature, art, music and history in the curriculum. This can help students gain a deeper understanding and appreciation of Indian culture and heritage. With the increasing availability of online education platforms, it is now possible to access a wide range of Indian Knowledge system-based courses online. These courses can be a convenient and flexible way for students to learn</p>

	<p>about Indian Knowledge systems and culture. Overall, the suitable integration of Indian Knowledge systems in education can help students to gain a deeper understanding and appreciation of Indian culture and heritage and can also help to preserve and promote traditional knowledge and practices in modern times.</p>
5. Focus on Outcome based education (OBE):	<p>Outcome-based education is a teaching approach that focuses on the outcomes or goals of the learning process rather than the content or methods used to achieve those goals. In outcome-based education, the importance is on what students should know, understand and be able to do because of their learning rather than on the specific content or methods used to achieve those goals. There are several key characteristics of outcome-based education. The specific knowledge, skills and abilities that students should acquire as a result of their learning. These outcomes should be specific, measurable and achievable. An assessment is used to measure whether students have achieved the desired learning outcomes. This may involve a diversity of assessment methods such as exams, projects, and presentations.</p>
6. Distance education/online education:	<p>Over the last couple of years, our institution has also emerged triumphant with respect to online education. We encourage students to pursue courses under the National Programme on Technology Enhanced Learning (NPTEL), or the Massive Open Online Course (MOOCs). Each student is individually mentored by highly-trained faculty members in order to ensure that they understand lectures without any doubts, and can also apply that while studying the primary syllabus. Our faculty members have high-end expertise in student-handling, as well as in their respective subject matters.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	1. Yes
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs	1. Yes

are representative in character?	
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Through the ELC, the following activities are carried out every year to increase students' participation in voting. Also, various programs are implemented as per the guidance of the district administrations. Lectures are organized to create awareness about voter registration. Voter registration forms are made available to students for new voter registration. Students are guided for online voter registration. National Voter's Day' (25th January) is celebrated. During the election period, rallies, street dramas are held in various villages and cities to create awareness about the same.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Various initiatives have been undertaken by the Electoral Literacy Committee for a new voter registration program to increase participation in democracy of college students. Voter registration forms are made available by the institute for voter registration to students who have completed 18 years of age. At the same time, information about online link for online voter registration is given and encouraged to fill the form. Various activities are conducted on the occasion of National Voter's Day such as Quizzes, Lectures on Democracy and Voters, Rangoli Competition and Wall Paper Presentation etc.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>It is common for students who are above 18 years of age to be not yet enrolled as voters in the electoral roll. This can be due to a variety of reasons, such as lack of awareness about the importance of voter registration or the process for doing so, difficulty in obtaining the necessary documents, or simply forgetting to register. Efforts by the Election Commission of India (ECI) to encourage voter registration among students include conducting voter registration drives at educational institutions, providing information about the voter registration process through various channels and working with educational institutions to create awareness about the importance of voting and the process of voter registration. Our institute has dedicated staff members and committee which is responsible for coordinating voter registration efforts. In order to institutionalize mechanisms for voter registration at a college, it is important to first assess the needs and challenges faced by students in this regard.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
675	597	503	445	452

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 63

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
38	32	32	30	30

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
237.99551	206.56597	240.33708	344.06513	1004.20405

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Don Bosco Institute of Management Studies and Computer Applications (DBIMSCA) is a prime institution is dedicated to providing quality education through a methodical, well-planned, and recorded procedure with vibrant and rewarding academic excellence.

DBIMSCA founded in academic achievement by adhering to Bangalore University's curriculum norms. The college's calendar of activities will be created based on the schedule provided by Bangalore University and will be finalized following discussions with the principal, relevant department heads, and faculty members.

The hiring process will begin before the commencement of the semester. Following the recruitment process, all program department heads are tasked with allocating subjects and managing department workloads. Once subjects have been assigned, faculty members are notified to prepare course plans, which are deemed essential before the start of classes each semester.

The Timetable Coordinator starts by setting up the table; HODs complete the finalization and the Principal approves it. Classes for the entire semester will start after all of the preceding preparations. We will guarantee that 50% of the curriculum is covered by the halfway point of the semester. The internal examination for the semester will be conducted in light of student comments based on a review of internal inspection comments and evaluation. Determine which slow-learners, Institution places a high priority on student assistance by offering remedial coaching programs that are designed to help students who are struggling with their studies. Tests are given often to slow learners to prepare them for success in the classroom by inspiring and boosting their confidence. HODs will make sure that the whole curriculum is covered before the final university test, and an additional internal exam will be held. Final university internal marks will be determined after the semester and submitted to the university before the start of the university examination.

The faculty members also adhere to a protocol that involves maintaining a record of the classes they have taken in the form of a class-taken report.

Faculty members at DBIMSCA actively engaged in workshops on curriculum blow-up and content enrichment, which were arranged by Bangalore University associate institutions, to guarantee continual learning. By doing this, the curriculum delivery process is enhanced and the teaching team is kept up to

speed on industry trends and pedagogical methods.

The institution hosts regular guest lectures with industry professionals, research institutes, and business owners to improve curriculum-related learning. This program bridges the gap between academic theory and real-world application while also giving students a glimpse into the actual world.

The organization emphasizes the need to match resources to changing pedagogy and curriculum. The institution keeps its labs and classrooms well furnished with projectors, making sure that the setup facilitates engaging and dynamic instruction.

The institution's mission for academic excellence is perfectly aligned with this comprehensive approach, which includes collaborative curriculum design, strategic planning, faculty development, external expertise for value-added courses, student assistance, and continual improvement.

File Description	Document
Upload Additional information	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 44

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document

1.2.2

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

Response: 85.52

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

2022-23	2021-22	2020-21	2019-20	2018-19
600	518	426	368	373

File Description	Document
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Institutional data in the prescribed format	View Document
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1.3 Curriculum Enrichment

1.3.1

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

Response:

When implementing the curriculum, DBIMSCA incorporates the intersecting concerns of gender, sustainability, human values, and professional ethics.

The primary objective of the curriculum is to raise students' general intellectual achievement to help them comprehend environmental challenges and civic ideals. Even though they might not be directly relevant to a person's subject of study, extra classes and events are anticipated to be provided. The goal should be to increase students' knowledge of a broad problem that pertains to the modern world. Subjects include corporate ethics, human resource management, environmental studies, poetry, short stories, drama, and fiction are featured in certain courses. The Social Sciences curriculum incorporates important ideas into pertinent subjects that have deadlines to meet, such as human rights, democracy, constitutional law, and event planning.

The syllabus that Bangalore University released included the aforementioned topics.

Every lesson requires participation from every student. For UG students, environmental study is a required topic. When assigning the projects, students study and investigate all of the major environmental awareness issues through engaging in activities like raising awareness of air pollution, water pollution, and global warming, which further contributes to a deeper comprehension of the environmental issues. For the students to comprehend and analyse the significance of maintaining a clean environment, a few more assignments were also provided to them. An effort is being made to educate students about topics that are relevant to the local environment on a broad scale.

The NSS units of the institute also promote environmental consciousness by holding unique activities that help students develop both personally and collectively. offering to help with different cleaning and water-saving projects during floods. Study excursions, industry visits, hiking camps, and other events are organized by both UG and PG departments to promote awareness of nature protection. Students may develop their leadership skills, become more confident, and meet people from a variety of backgrounds through NSS events.

The College provides counselling, courses, and lectures on a range of social topics. The Institute hosts seminars on professional ethics, code of conduct, and emotional intelligence. Now and again, college students participate in nationwide awareness-raising campaigns like as the Save Girl Campaign, Constitution Day celebrations, and rallies. Gender awareness and sensitization are taught in the social sciences and humanities courses.

Through the Discipline Committee, Sexual Harassment Prevention Committee, Internal Grievance Committee, and other initiatives like Woman Empowerment, Gender Equality, Self-Defence Training, Workshops on Global Women's Day, legislation protecting women, etc., DBIMSCA guarantees a safe and secure environment for girls. To instil human values in the students, the institution held camps for blood donation, blood group testing, national integration, coronavirus awareness programs, AIDS awareness programs, Human Rights Day, voter awareness programs, lectures on the contributions made by Indian freedom fighters, and respect for the families of fallen soldiers.

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

1.3.2

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

Response: 41.93

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

Response: 283

File Description	Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

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

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link of institution’s website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 67.34

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

2022-23	2021-22	2020-21	2019-20	2018-19
290	259	199	200	116

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
340	340	340	340	220

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 71.34

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

2022-23	2021-22	2020-21	2019-20	2018-19
238	192	162	168	89

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

2022-23	2021-22	2020-21	2019-20	2018-19
238	238	238	238	238

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 17.76

2.3 Teaching- Learning Process

2.3.1

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

Response:

Enhancing Learning Experiences through Student-Centric Methods

The Institute has implemented a comprehensive approach to enhance the quality of learning at both undergraduate (UG) and postgraduate (PG) levels through various student-centric educational methodologies. These methodologies are aimed at not only improving academic skills but also ensuring the holistic development of students, enabling them to excel in university, state, and national level competitions.

Experiential Learning

To foster an environment where empirical learning is emphasized, each department within the Institute organizes add-on programs designed specifically to influence and enhance students' practical learning experiences. Recognizing the importance of experiential learning, the institution has adopted several practices:

Internships: Students are encouraged to take internship opportunities during their semester breaks. This allows them to gain practical knowledge and real-world experience in their field of study. Upon completion, students are required to prepare detailed reports and submit them to their department heads for review and assessment through VIVA sessions.

Industrial Visits: Regular visits to industry sites are arranged to expose students to real-world applications of their coursework. This initiative helps them undertake creative and trending projects, enhancing their practical understanding.

Project-Based Learning: Students undertake various projects that require them to apply theoretical knowledge practically, fostering creative problem-solving skills.

Participatory Learning

The Institute promotes an active learning environment where students are motivated to engage in a wide range of activities that enhance their learning experience:

Interactive Classroom Activities: Faculty members utilize PowerPoint presentations to create more interactive and engaging learning experiences. Students are also encouraged to develop and present their own presentations, which helps in strengthening their communication and technical skills.

Seminars and Group Discussions: Regular seminars and group discussions are conducted, focusing on topics that enhance students' employable skills, facilitated by guest lecturers from various industries.

Competitions and Events: Students are supported to participate in various inter-college and university-level competitions, allowing them to showcase their technical and management skills.

Communication Skills: Special emphasis is placed on developing proficiency in communication through activities like English labs, debates, and paper presentations at conferences.

Problem Solving Methodologies

To cultivate a robust problem-solving aptitude among students, the following methodologies are integrated into the curriculum:

Quizzes and Assignments: These are regularly given at the end of every module to assess and reinforce students' understanding of the material.

Case Studies: Through the analysis and discussion of case studies, students learn to apply their knowledge in solving complex real-world problems.

ICT-Enabled Tools for Effective Teaching and Learning

The learning environments at the Institute are equipped with modern ICT tools to enhance the teaching and learning process:

Technology-Enhanced Classrooms: Classrooms are equipped with LCD/LED displays, Wi-Fi, projectors, computers, smart boards, and language labs, creating a dynamic learning environment.

Through these comprehensive student-centric methodologies, the Institute ensures that students are not only recipients of knowledge but active participants in their learning journey, equipped with the skills necessary to thrive in their careers and future endeavours.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 85.26

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

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

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

2.4.2

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

Response: 20.37

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

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

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The college adheres to the assessment and grievance redressal guidelines set by Bangalore University, ensuring a systematic and transparent approach. The assessment system is divided into two main

components: Internal Assessment and Semester Examination.

Internal Assessment:

The process begins with the formation of an Internal Examination Committee, tasked with various roles including scheduling exams, allocating invigilators, and overseeing the preparation of question papers by subject faculty. These papers are reviewed by the Internal Assessment Committee to ensure adherence to guidelines. The evaluation scheme is prepared and reviewed by the examination committee. Students’ scripts are evaluated, annotated with comments, and subsequently shared with students for performance review. Finally, consolidated Internal Assessment (IA) marks are prepared.

Semester Examination:

This component is directly managed by the university. The college receives notifications regarding online exam fees and communicates them to students. Updates on course credits for electives and other courses are managed through the University’s portal. The Head of Department (HOD) handles course mapping and planning. Before the exams, student attendance records and IA marks are

uploaded to the system for approval, following which hall tickets are issued. The college also coordinates with the university for logistical needs such as answer booklets and question paper collection. Room assignments are displayed on notice boards, and the university strictly oversees the examination process, ensuring adherence to established protocols. Results are announced post-examination, and notifications for revaluation and photocopy applications are issued as needed.

Grievance Redressal System:

The college maintains an efficient and timely grievance redressal system to address any discrepancies in marks or evaluation errors. At the college level, concerns such as incorrect mark allocations are initially addressed by the respective teachers. If unresolved, the matter can be escalated to the HOD for further corrections. This ensures that issues are resolved swiftly within a set timeframe. Additionally, at the university level, students can formally express grievances related to the evaluation of their answer sheets. This process involves the subject handling faculty and the HOD, with options for revaluation and rechecking available for a fee.

Overall, the college’s assessment and grievance redressal mechanisms are designed to be transparent and adhere closely to the guidelines provided by Bangalore University. This structured approach not only facilitates a fair evaluation process but also ensures that any student grievances are handled efficiently and effectively, maintaining academic integrity and student satisfaction

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Response:

The knowledge, skills, and attitudes of students at the end of a degree programme are represented by a program result. The information and skills that students get upon completion of the course are known as the course outcomes. It outlines the mental exercises that a course offers. The student's participation in class activities, such as their capacity to respond to questions asked by faculty members about any particular subject, is one way to gauge how well they are performing and student performance in internal assessment tests and submission of assignments on time.

The college website provides access to the programme and course results for easy reference. All departments have hard copies of the curriculum and learning objectives accessible for instructors and students to refer to at their convenience. The instructors are in charge of each course and design the course plans in their departments.

The department calendar of events is prepared by the HOD of each department according to the academic calendar of Bangalore University. Lesson plans are prepared by the lecturers dealing with each department course.

Participation of students in group discussions and departmental seminars and observations of students' knowledge and skills against measurable course outcomes are evaluated throughout the year.

The degree to which students participate in class activities, such as their capacity to respond to inquiries from professors on any particular course topic, is a key indicator of their performance. Student involvement in departmental lectures and group discussions at all levels.

Participation of students in group discussions and departmental seminars and observations of students' knowledge and skills against measurable course outcomes are evaluated throughout the year.

Programme and course outcomes for all programme, offered by the institution are stated and displayed on the website. The college is affiliated to the Bangalore University. The course outcomes are communicated to the teachers and the students in detail.

Our college alumni students are also called to work together with both students and teachers at specific events and meetings where they share how students individual course shaped their careers thus helping existing students line up better with the PSOs.

File Description	Document
Upload Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Attainment of POs and COs are evaluated.

The curriculum for our academic programs is meticulously crafted to align with the institution's vision, mission, and overarching educational objectives. This alignment extends to the program outcomes (POs), program-specific outcomes (PSOs), and course outcomes (COs), ensuring a coherent educational trajectory. Course outcomes, specifically, are carefully formulated predictions about what students are expected to achieve by the end of each course. These outcomes are strategically developed to support and enhance the attainment of POs and PSOs, forming the core of our curriculum's effectiveness.

To systematically measure the attainment of these outcomes, our college employs a dual approach comprising both direct and indirect assessment methods. Each method is designed to gather comprehensive data on student learning and achievement, thereby facilitating continuous improvement in instructional and program delivery.

Direct Assessment Methods

Direct assessments are employed to obtain quantifiable evidence of student learning directly related to specific course outcomes. These methods include:

Internal Assessment Tests: Conducted twice per semester, these tests are critical in evaluating the ongoing understanding and assimilation of course content by students.

Assignments: Also scheduled twice per semester, assignments provide a platform for students to apply theoretical knowledge in practical contexts, thereby reinforcing learning and outcome attainment.

These tools are integral to our continuous comprehensive evaluation system. Internal assessments, including projects and assignments, account for 30% of the total marks, while end-of-semester examinations contribute 70%. This structure ensures a balanced approach, capturing both the breadth and depth of student learning and facilitating the direct measurement of CO attainment.

Indirect Assessment Methods

Indirect assessment methods offer a supplementary perspective on outcome attainment by capturing feedback from various stakeholders, including students, parents, employers, and alumni. These methods are essential for evaluating the perceived effectiveness of our educational programs and include:

Exit Surveys: Conducted with students in their final semester and alumni, these surveys gather feedback on the program's ability to meet its stated outcomes.

Alumni Surveys: Alumni feedback is particularly valuable in assessing the long-term impact of the program and its relevance in the professional world.

The feedback obtained through these indirect methods is used to compute an average score representing the attainment of POs and PSOs. This score is then analyzed to extract actionable insights, which are crucial for continuous program enhancement.

Together, these assessment strategies ensure a robust framework for evaluating the success of our programs in achieving their intended outcomes. They provide a clear pathway for ongoing curriculum evaluation and refinement, ensuring that our educational offerings remain relevant, effective, and closely aligned with industry needs and global standards. This dynamic process of assessment and feedback is pivotal in maintaining the high standards of our academic programs and in fulfilling our commitment to educational excellence.

File Description	Document
Upload Additional information	View Document

2.6.3

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

Response: 90.16

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

2022-23	2021-22	2020-21	2019-20	2018-19
219	171	140	107	160

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

2022-23	2021-22	2020-21	2019-20	2018-19
231	193	148	124	188

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

In the fast-paced and dynamic landscape of today's world, institutions like Don Bosco Institute of Management Studies and Computer Applications (DBIMSCA) play a pivotal role in shaping the future by fostering innovation and actively engaging in the creation and transfer of knowledge.

DBIMSCA has successfully established an ecosystem for innovation through various initiatives under the Entrepreneurship Development Cell (EDC). EDC was established with a vision to introduce and promote entrepreneurship skills among students and facilitate Industry-Institute Interaction. The mission of EDC is to nurture and refine the entrepreneurial and product development skills of students, covering areas like idea generation, opportunity evaluation, business modelling, marketing, intellectual property rights (IPR), innovative project development, and skill enhancement.

Under the IPR cell, DBIMSCA has conducted various awareness programs related to patent licensing, copyright, trademarks, and more. These efforts aim to navigate the complexities of the 21st century and position DBIMSCA as a beacon of inspiration, leading the way towards a brighter and more innovative

future.

The Innovation Club, ANVESHAN, has been inaugurated to further these goals. The Communication Club, SAMVAD, holds weekly sessions to improve students' effective communication skills. Additionally, research methodology guest lectures are regularly conducted, and case studies are analyzed with students under the banner of the Current Affairs Club, ARIVU. Life skills and personality development programs are also organized to support students' career growth and learning.

DBIMSCA students participated in the 13th National MSME Convention held under the banner of AIMA, focusing on women empowerment, digital transformation through analytics, and industrial IoT. Seminars on topics like virtual reality and its applications in business, emerging trends in the global economy, and its sustainability have been recently conducted. Furthermore, guest lectures on business analytics using SPSS and advanced tools and techniques in research methodology have been offered. A workshop titled "DERIVE: Don Bosco Employee Retention Initiatives for Value, Efficiency, and Effectiveness" was held to emphasize the significance of human resources within the organization and to foster a culture of appreciation, support, and development for both teaching and non-teaching staff.

The Centre for Entrepreneurship Development has developed methods to help and inspire both staff and students to start their own businesses. With the opening of global markets and collaboration with foreign delegates, new opportunities are available for DBIMSCA students to develop innovative skills through an incubation center set to be established in the academic year 2023-24.

DBIMSCA has conducted over 30 programs and guest lectures on entrepreneurship development, addressing students' queries on business startup ideas and encouraging them to prepare business plans. These clubs and initiatives provide platforms for students to conduct research methodology lectures, enhancing faculty knowledge and enriching students' understanding of research and management subjects.

By fostering an environment that encourages dreaming and planning for startup businesses, DBIMSCA helps students prepare well-structured business plans with proper alignment. The vision of DBIMSCA is to be a preferred institution for students, recruiters, and parents, offering robust support and resources for entrepreneurial and innovative pursuits.

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

3.2.2

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

Response: 48

3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on

Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
05	15	14	06	08

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards**3.3.1****Number of research papers published per teacher in the Journals notified on UGC care list during the last five years****Response:** 0.71**3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
09	16	04	12	04

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

3.3.2

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

Response: 0.25

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

2022-23	2021-22	2020-21	2019-20	2018-19
02	04	07	03	0

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

3.4 Extension Activities**3.4.1**

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

Response:

Over the years, Don Bosco Institute of Management Studies and Computer Applications (DBIMSCA) has undertaken a range of extension activities in our neighbourhood community with the primary goal of sensitizing students to various social issues, thereby fostering their holistic development. These initiatives have not only provided valuable learning experiences but have also left a lasting impact on the students, equipping them with essential life skills and values.

DBIMSCA Extension Activities:

Temple Cleaning: Regular temple cleaning sessions were organized to instil a sense of cleanliness and community responsibility among students, cultivating civic virtues and fostering a connection to cultural

heritage.

Service to Orphanage: Services to orphanages helped students understand the realities faced by orphaned children, encouraging empathy and compassion. This activity developed students' empathy and understanding of social disparities, fostering a desire to contribute positively to society.

Service to Old Age Home: Interaction with elderly residents at old age homes allowed students to learn about issues related to aging and loneliness, promoting respect for elders and recognizing their contributions to society, while fostering intergenerational understanding and empathy.

Computer Literacy Program for Government School Children: Conducted computer literacy programs for government school children, providing essential digital skills and bridging the digital divide. These empowered underprivileged children with valuable technological skills, enhancing their educational opportunities and future prospects.

English Grammar Classes for Government School Children: Offered English grammar classes to improve language proficiency among government school children, thereby enhancing their academic performance and communication skills. This developed language skills and confidence among students, enabling better educational outcomes and future opportunities.

Road Safety Programme for Schools: Conducted road safety awareness programs for nearby government primary school children to instil a road safety culture from a young age and make school zones safer.

Know about the Animal Rescue Centre: Created awareness among students about animal rescue centres and provided services to raise awareness about animal welfare issues and promote compassion towards animals. This activity fostered empathy and responsible attitudes towards animals, promoting environmental stewardship.

Blood Donation Camp and Other Community Services: Organized blood donation camps and various other community services to encourage altruism and community engagement among students. These activities promoted community spirit and provided valuable support to those in need within the community.

Promoting Communal Harmony: Organized activities in nearby churches and temples to promote communal harmony among students, aiming to maintain a peaceful and cohesive society.

Impact:

These extension activities have played a crucial role in shaping students into socially conscious and responsible individuals. By sensitizing them to a diverse range of social issues and providing opportunities for active engagement and service, these initiatives have contributed significantly to the holistic development of students. They have also made a positive impact on the broader community, fostering a culture of empathy, responsibility, and civic engagement.

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

3.4.2

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

Response:

Constructive recognition is an excellent way to stimulate progression and decent behaviour in students. A thrust of encouragement is often exactly what is needed to propel students towards the path of success.

Don Bosco Institute of Management Studies and Computer Applications (DBIMSCA) has carried out various extension activities outside the campus, in and around Bangalore city, and has received many rewards and appreciation letters from government and non-government agencies. With the support of faculty members, students have engaged in numerous activities, including conducting street plays and organizing rallies to raise awareness about saying goodbye to plastic, which received appreciation and love from the public.

The extension activities are carried out in a multipronged manner through in-house clubs and the National Service Scheme (NSS). The DBIMSCA Physical Education Department conducted a COVID-19 vaccination drive for students, following guidance from the Higher Education Department, Government of Karnataka, and the Health Department.

The institution's various social service programs, for which recognitions have been received, include:

Blood Donation Drives: Donating blood to those in need during emergencies.

COVID-19 Vaccination Drive: Organized to vaccinate students and community members.

Corporate Social Responsibility (CSR) Activities: Engaging students in CSR initiatives.

Student Personality Development Programs: Conducted in municipal and panchayat schools for 9th and 10th standard students.

Medical Camps: Organized in surrounding rural areas to provide healthcare services.

University Campus Cleaning: Efforts to maintain a clean and healthy campus environment.

Street Play and Plastic Rally: Conducted outside the campus to raise awareness about plastic use reduction.

Students of DBIMSCA have also carried out various social service programs, including temple cleaning, AIDS awareness programs, and rallies on plastic usage in neighbouring areas. Additionally, students

have distributed books and stationery kits to 9th and 10th standard students to support their education. The Bangalore City Police regularly involves DBIMSCA students in conducting awareness programs on road safety measures. Various non-government and government agencies, such as the Lions Club Bangalore, also collaborate with the college in their respective service activities.

Our efforts have not only sensitized students to social issues but have also empowered them to become responsible citizens who actively contribute to the betterment of society. We remain committed to continuing our endeavours towards holistic student development and community welfare in the years to come.

Letters of Appreciation and Awards Received:

- Certificate of Appreciation from Lions Club.
- Certificate of Appreciation from Mental Health & Neuro Science.
- Appreciation Letter from a Government School.
- Appreciation Letter from a Neighbouring Church.

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

3.4.3

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

Response: 50

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	07	20	13

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

3.5 Collaboration

3.5.1

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

Response: 23

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The DBIMSCA, established in 2004, spans a picturesque 32-acre property, offering a comprehensive academic and learning environment. Conveniently located and easily accessible, the institution boasts robust infrastructure to foster an inclusive atmosphere.

I. Physical Facilities for Teaching-Learning:

The institution's efficient functioning hinges on its physical infrastructure. DBIMSCA's verdant campus features 51 rooms, including 27 classrooms. These classrooms, built to regulatory standards, offer spacious, well-designed seating with ample ventilation and lighting. Each room is equipped with white and green boards, LCD projectors, and network connections for ICT tools. Additionally, there are four furnished computer labs and demonstration rooms compliant with regulatory standards.

II. Sports Facilities:

DBIMSCA provides extensive sports facilities managed by a qualified Physical Education Director. Outdoor sports courts are available for badminton, volleyball, cricket, and kho-kho. Indoor sports facilities, housed in an activity center, include a synthetic table tennis court, carom, and chess. The multi-gymnasium hall features a fully equipped gym and a game room for carom, chess, and football. Students have access to these sports and fitness centers under the scheduling of the physical director.

III. Hostel Facilities:

Separate hostels for boys and girls are equipped with all necessary amenities. Wardens supervise hostel administration, while the facilities department ensures upkeep. Residents enjoy mess facilities as part of their accommodation, with access to gyms, yoga studios, and activity centers for relaxation. A campus cafeteria complements the canteen, offering a variety of refreshments to cater to diverse student preferences.

IV. Transportation:

Safety and comfort are top priorities at DBIMSCA. The institution's fleet of modern, secure, and comfortable buses provides pick-up and drop-off services for staff and students in the Bangalore area.

These transportation resources are also utilized for recruitment and educational initiatives, such as field trips and industry visits.

V. Cultural Activities:

DBIMSCA places significant emphasis on cultural engagements alongside academic pursuits. A dedicated cultural committee organizes events, including the intercollegiate Cultural Fest, fostering a vibrant cultural atmosphere on campus.

Other Facilities:

- The Principal's office is modern and fully furnished.
- RO-equipped drinking water systems are installed on each floor for staff and students.
- Common spaces are segregated for boys and girls.
- Separate restrooms with different capacities for boys and girls.
- An office designated for the Internal Quality Assurance Cell (IQAC).
- Department-specific cabins and staff accommodations for department heads.
- A help desk in the administrative area.
- An on-campus canteen and pantry.
- An alternative placement office.
- Ramps and elevators for elderly and disabled individuals.
- Comprehensive transportation facilities.

DBIMSCA's commitment to providing state-of-the-art infrastructure and facilities ensures a conducive environment for both academic and extracurricular activities, fostering holistic development for its students.

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

4.1.2

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

Response: 45.76

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

2022-23	2021-22	2020-21	2019-20	2018-19
2.83811	1.23264	27.60194	51.00382	847.77108

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The DBIMSCA is committed to providing efficient library services by implementing the latest automation technologies. Technological advancements have significantly transformed educational institutions' operations, including teaching, learning methodologies, and access to educational resources.

Facilities:

DBIMSCA features a well-equipped library with ample study space for students and a designated reference area for academics and research scientists. The library's total carpet area is 168 sqm for undergraduate (UG) students and 1416 sqm for postgraduate (PG) students.

Library Management:

The librarian oversees updating the library's software. DBIMSCA employs Libsoft, a web-centric program, to efficiently manage all housekeeping tasks, including acquisition, cataloguing, technical services, reference, circulation, and serial control. This multi-user, user-friendly library administration software streamlines the librarian's duties, enhances data management, increases member engagement and resource utilization rates, and automates reporting to save time and effort.

Library Automation:

Automation has saved users valuable time, and digitalization has minimized the physical space required for library resources while enabling rapid information retrieval. DBIMSCA provides 24/7, location-independent access to its library database via users' electronic devices. The library meets unique requests

by offering rare and historical materials. Reprographic services are available for instructors and students.

Departmental Libraries:

In addition to the central library, departmental libraries facilitate information dissemination. To cater to both staff and students, the management college boasts an extensive collection of management information resources, allowing students to read, practice, and relax. The library is automated with digital facilities using the Integrated Library Management System (ILMS). Adequate subscriptions to e-resources and journals ensure optimal usage by faculty and students.

Details of Automation:

Software: New Genlib and Libsoft

Nature of Automation: Fully Automated

Year of Automation: 2010

E-Resources:

The institution subscribes to DELNET and NLIST Consortia, renewing memberships annually to meet users' information needs. The e-resources include:

INFLIBNET's NLIST Consortia

DELNET

National Digital Library of India

Facilities for Faculty and Students:

Reprographic Facility

High-speed Internet Access

Unit Photocopying and Printing Service

Baggage/Property Counter

Library Collection:

Total Books (UG & PG): 18,054, covering management and computer science, maintained using the Dewey Decimal Classification (DDC) system.

SC/ST Book Bank: 503 books

CDs & DVDs: 433

E-books: 190,000

E-journals: 6000

Journals: 24

Newspapers: 5

Magazines: 6

CCTV Cameras: 6

Services Offered to Students:

Circulation Service

Reference Service

SC/ST Book Bank

Photocopying and Printing Services

Internet Facility

Digital Resources Facility

Subscription to INFLIBNET NLIST Consortia

Online Public Access Catalogue (OPAC)

ID Card Generation for Staff and Students

DBIMSCA's comprehensive library services, advanced technological integration, and extensive resources ensure a conducive learning environment, meeting the diverse needs of its academic community.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

DBIMSCA is dedicated to providing an effective IT infrastructure and services to support the holistic development of students. The IT team regularly upgrades systems across all departments, including labs and the principal's cabin, to ensure a seamless learning experience for both staff and students. Printers and scanners in various departments, labs, and offices are also updated with the latest technology to facilitate smooth operations. Branded computers and other IT equipment and accessories are periodically upgraded to the latest configurations.

IT Facilities:

Network:

The Network Control Centre, managed by the IT section, regulates and monitors departmental activities using the latest configurations. To support the growing demand for high-speed internet, DBIMSCA subscribes to a TATA fiber net connection. Initially, the institution had a 100 Mbps connection, which was upgraded to 300 Mbps in February 2023, ensuring a hassle-free working environment.

Wi-Fi:

The entire campus is Wi-Fi enabled, providing students with seamless internet access throughout the campus. Computer labs are equipped with branded computers featuring the latest software and are connected to UPS and an auto-start generator. The IT team ensures software updates as needed. For instance, on March 15, 2022, the campus had a 100 Mbps connection, which was upgraded to 300 Mbps in February 2023.

Computer Labs and the Network Resource Centre are open to staff for academic and research work. Students use these facilities for email, net surfing, and web-based applications, as well as for preparing projects and seminars.

The computer systems in the labs are utilized for certification courses such as Microsoft Office, Tally with GST, and Digital Marketing. These facilities are regularly available to all students.

The computer programmer handles technical issues related to the computer labs, Library Network Resource Centre, and laptops. A hardware engineer provides guidance on all IT decisions.

Printers are installed in the administrative office, all departments, the IQAC room, and the Principal's chamber. The college also has fax facilities and photocopiers in the administrative office and library.

Firewall:

Netfox firewall is employed to monitor and control incoming and outgoing network traffic. It supports users by providing services like networking, routing, and load balancing for both internet and intranet connections.

Software:

DBIMSCA updates software as required by the curriculum. Systems are frequently upgraded with the latest software versions to ensure smooth workflow for staff and students. This includes access to the latest software versions to facilitate efficient work processes.

Virtual Learning Environment:

The institution has implemented a Digital Campus (Campus Management System) to provide a Virtual Learning Environment. During the pandemic, DBIMSCA purchased licenses for various platforms to deliver online classes, webinars, and other activities. Study materials are shared with students online.

Conclusion:

DBIMSCA’s commitment to maintaining a cutting-edge IT infrastructure ensures that both faculty and students have access to the latest technology and resources. Regular updates and upgrades to the network, Wi-Fi, software, and hardware facilitate a productive and efficient academic environment.

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

4.3.2

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

Response: 3.14

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

Response: 215

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 41.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
178.52149	156.11589	151.79428	219.53887	127.87261

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 52.58

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

2022-23	2021-22	2020-21	2019-20	2018-19
522	469	169	83	162

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 49.25

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

2022-23	2021-22	2020-21	2019-20	2018-19
412	366	150	272	116

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 31.65

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

2022-23	2021-22	2020-21	2019-20	2018-19
72	51	45	26	50

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

2022-23	2021-22	2020-21	2019-20	2018-19
212	172	139	104	144

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

5.2.2

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

Response: 0.19

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

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

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

5.3 Student Participation and Activities

5.3.1

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

Response: 46

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	6	5	5	14

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**5.3.2**

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

Response: 24

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

2022-23	2021-22	2020-21	2019-20	2018-19
28	32	0	27	33

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**5.4 Alumni Engagement****5.4.1**

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

Response:

The Don Bosco Institute of Management Studies and Computer Applications Old Student Association (DBIMSCA) exemplifies the enduring connections formed within educational communities. Established under the Karnataka Societies Registration Act, 1960, on October 18, 2012, DBIMSCA embodies the spirit of camaraderie and service, deeply rooted in the ethos of the institute.

DBIMSCA's inception was marked by a significant step: the payment of a registration fee amounting to Rs. 1000 at the Jayanagar office. This formal registration, with Society Number JNR-S49-2012-13, laid the foundation for an organization that would become central to alumni engagement and support.

At its core, DBIMSCA serves as a bridge between past and present, connecting alumni with their cherished alma mater and reuniting them with former classmates. The association's commitment to service extends far beyond monetary aid. It aims to nurture a culture of excellence and leadership among its members, fostering an environment where everyone can thrive. This dedication to holistic development is reflected in the various initiatives undertaken by DBIMSCA.

One key initiative is the Alumni Fund, where each graduating student contributes Rs. 500 (UG) or Rs. 500 (PG) to a collective pool of resources. This fund supports the association's operations and fuels its philanthropic efforts, including the Alumni Scholarship Fund. Regular contributions from alumni throughout the year help this fund provide critical support to meritorious students from economically disadvantaged backgrounds, offering them a pathway to success.

In addition to financial support, DBIMSCA promotes continuous learning and growth through knowledge-sharing sessions organized under the banner of "Aikyam." These annual sessions allow alumni experts to share valuable insights in their fields, enriching the academic experience for current students and alumni alike.

DBIMSCA's impact extends beyond academics. Recognizing the importance of practical skills in today's competitive landscape, the association actively engages in career development activities. Alumni conduct mock group discussions and personal interviews, grooming the next generation of professionals and enhancing their employability, ensuring a smooth transition from college to corporate life.

Ultimately, DBIMSCA represents more than just a network of alumni; it embodies the enduring legacy of Don Bosco Institute, where individuals come together to uplift and empower each other. Through its unwavering commitment to service, scholarship, and mentorship, DBIMSCA continues to shape the lives of countless individuals, ensuring that the flame of excellence burns brightly for generations to come.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

DBIMSCA enhances the Institutional governance and leadership at various levels - Management, College Development Committee, Governing Council, Principal, Vice-Principal, IQAC Committee, NAAC Committee, Various Committees, Academic Staff Welfare, Administrative and Non-Teaching Staff. Decentralization and participatory management in institution has a multi-level hierarchical structure that allows all stakeholders to participate in the decision-making and management of the college. To ensure operational efficiency, effective participatory governance, and collaborative leadership, DBIMSCA also upholds the significance of participatory governance and collaborative leadership. The key decision-making bodies include the Management, Management Advisor, Governing Council, Institutional Heads, IQAC, Department Heads, and All staff members.

Vision

To Be the Most Preferred Institution by Students, Parents & Recruiters.

Mission

1. To impart knowledge and skillsets for proficient development across all societal sectors.
2. To provide an empowering learning environment with the right blend of values of procedural competency.
3. To equip entrepreneurial, universal mind-set, industries, and different sections of society.
4. To sensitize students to the challenges to global social-economic and ecological sustainability with ethical magnitudes.

NEP Implementation

DBIMSCA believes in adopting a comprehensive and interdisciplinary approach to integration and curriculum delivery that brings together diverse areas of study to illustrate a theme, subject matter, or problem. The institution has its own Career Development Centre that focuses on developing soft skills and learning outcomes in an outcome-based education paradigm. Institution offer languages like Kannada, Hindi, English, Sanskrit, Urdu, Tamil, Telugu, etc. so that students can choose the language as per their comfort. The institute follows the principles of outcome-based education, with an effort to focus

courses on learning objectives to increase student engagement and personalize education. The institution promotes learning lab activities to make education more effective.

Short term plan

DBIMSCA draws its Strategic Plan with the objectives of enhancing the core components and fulfilling its Vision and Mission. As a short-term plan, DBIMSCA wants to have continuous progress towards Quality in Academics, Quality in Teaching and Learning, To build a dynamic vibrant research culture in the Institution, To augment the infrastructure facilities to introduce new programs, To develop individual talent, skills, knowledge, personal relationship, leadership quality and to equip the students with the confidence to face the society and to promote ethical values in all aspects to contribute to the sustainable development.

Long term plan

DBIMSCA has a plan to create and implement cross-discipline collaborative programs that have a direct impact on the quality of education at the national and international levels. These programs will also increase department resources by introducing new courses that increase students' knowledge and skills. To provide cross-cultural exposure and a global perspective to the students, DBIMSCA has a plan to develop an extensive International Students Exchange Network. To create an ever-evolving ecosystem of start-ups and entrepreneurs, DBIMSCA wants to establish world-class incubators at institutions and corporates among others.

The various committees works with various stakeholders to manage end-to-end processes within a facility. The roles and responsibilities convenors and members of all committees are well defined.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Administrative setup

- DBIMSCA conducts a thorough assessment of the college in every academic year, based on the observations institute develops the strategy considering institutional long term and short term

plan, policy will be outlined which will uphold the strategy and deploy through system and process in hybrid mode. The system and process will be reviewed systematically to enhance their efficiency. DBIMSCA carries out its primary duty of providing high-quality education through institutional effectiveness by conducting research in academics and tasks related to administration. DBIMSCA also employs Potential Resources and provide best assistance for students towards sustainable growth. The institutional mechanism that oversees the institution's operation and the deployment of its prospective plan consists of

- **Management and Trustees** - Responsible for approval of all proposals, budget, and financial support.
- **Governing Council**- A representative body of management for monitoring all activities of higher education. Heads of Institution- Execution of all curricular, co-curricular, and extra-curricular activities.
- **Academic and Administrative staff**- Supporting all academic and non-academic activities.
- **Committees/Clubs/Centres**- Ensuring superiority in extracurricular, co-curricular, and academic endeavors. Plans, activities, and accomplishments of the institution are made possible by the active participation and engagement of stakeholders. Policies regulate every aspect of the institution's operations

Appointments and Professional Development

Appointments: DBIMSCA appoints individuals for specific roles, responsibilities, or positions. These can range from managerial positions to operational roles. Appointments are typically made based on qualifications, experience, skills, and through an evaluation process such as interviews or assessments.

- System for hiring and recruiting employees will be done before the start of the academic year, a letter of request for staffing needs will be sent to the HR Department by HOI.
- The HR Department will advertise in leading state newspapers/social media for recruitment.
- A demonstration and personal interview are conducted.
- Selected candidate details will be sent to the Management for approval
- After Management approval offer letter will be rolled out to the selected candidates.
- On an agreed date, candidates will report to duty, and undergo an induction program.

Performance Appraisal

DBIMSCA implements ABCD performance appraisal model, to promote accountability, foster continuous improvement, and support the professional development of the faculty, staff, and administrators. It also helps to align individual performance with institutional goals and objectives, ultimately contributing to the overall success of the institution.

Performance appraisal is carried out each year on the basis of following criteria:

A: College level contribution

B: Teaching aspects

C: HR aspects

D: Initiative for Individual and institutional development.

Service Regulations: DBIMSCA Service regulations typically outline the rules, guidelines, and expectations regarding employment, conduct, responsibilities, and benefits for faculty, staff, and administrators. These regulations are designed to ensure professionalism, fairness, and compliance with legal and institutional standards. For all appointed staff, a service register is kept. According to DBIMSCA regulations regarding leaves, promotions, and all statutory service requirements have been met.

Grievance Redressal Mechanism: DBIMSCA has a procedure for handling complaints from students, non-teaching faculty, and teaching faculty. DBIMSCA has quick links on the college website where any grievance can be accepted and addressed.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

To promote the health, productivity, economic well-being, and social standing of the teaching and non-teaching employees, the institution has implemented several efficient initiatives. The Staff Welfare Policy controls the operation.

Performance Appraisal System

DBIMSCA has well-designed performance appraisal system which is continuously contribute to employee development, motivation, and organizational success by providing a structured framework for assessing and improving performance. However, it's important for DBIMSCA to continuously evaluate and refine their performance appraisal processes to ensure they remain effective and aligned with the evolving needs of the workforce and the Institute.

1. Confidential Reports

The feedback committee provides a performance confidential report of all teaching and non-teaching staff to the Head of the institution.

2. Faculty feedback from students

The Faculty performance feedback is collected from the students by Google form & manually

3. Self-Evaluation

The UG and PG department uses a self-evaluation method in addition to the confidential reports. Based on the tenure of the faculty, a self-assessment method is utilized to examine competency areas. Faculty are expected to identify any gaps and should create an action plan for the same. Analysis of the feedback

data and discussion of improvement areas will be done to determine the next step.

Based on all above said reports performance appraisal of all teaching and non-teaching staff will be done.

4. Career Development / Progression

The organization offers staff career development opportunities through the following channels:

- University Education allowance for professors with M.Phil. and Ph.D. degrees as well as those who have passed the KSET and NET tests
- For attending seminars, conferences, workshops, and publishing research articles, you may receive financial compensation.
- OOD facility for attending workshops, conferences, refresher courses, and seminars.
- The Faculty Development Cell and the Center for Professional Development are responsible for organizing faculty development programs, professional development programs, and awareness programs.
- Vacation to pursue higher education.

Welfare Measures for Teaching and Administrative Staff are classified as under:

1. Monetary Benefits:

- Subsidized meals.
- Sponsoring conference and FDP cost
- Conducting FDPs
- Maternity leave along with salary
- Gratuity benefits
- Health insurance.

2. Non-Monetary benefits:

- COVID-19 test and COVID Vaccination drive were conducted for all staff, students, alumni, and the general public during the COVID-19 pandemic.
- Counselling services for faculty by college counselors.
- Ladies' room is facilitated during the time of illness.
- Recognition of staff on completion of PhD.
- All Faculty members have been provided with an official Email
- Faculty outbound program conducted at Club Cabana.
- Appreciation and gift on Teachers Day.
- Faculty motivational program named as “DON BOSCO EMPLOYEE RETENTION INITIATIVES FOR VALUE EFFICIENCY AND EFFECTIVENESS (DERIVE)

File Description	Document
Upload Additional information	View Document

6.3.2

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

Response: 66.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	14	26	33	21

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

6.3.3

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

Response: 62.44

6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development

/administrative training programs during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
26	26	21	25	30

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	9	8	8	8

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

6.4 Financial Management and Resource Mobilization**6.4.1**

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

Response:**Strategies for the mobilization of funds**

The institution's primary source of income from self-financed programs is the collection of fees. The available financial resources are utilized with careful planning and budgeting, resulting in no financial shortfall and the maintenance of a solid cash reserve.

- To cover the anticipated expenses, the entire institutional budget is created at the start of the fiscal year and presented to the Management's Finance Subcommittee for review and approval.
- The budget is approved under a variety of headings with room for re-allocation if necessary.

- Major forums including those for culture, sports, commerce, and management demand budget submission. suggestions for the year's scheduled activities.
- Prior management approval is acquired through HOI for all expenses.
- Budget requests are encouraged to carry out worthwhile extracurriculars,co-curricular, and curricular activities.
- However, management accountants and college accountants closely monitor such spending.
- For every expense, the proper bills, receipts, and vouchers must be submitted.

Optimal utilization of resources:

The institution makes sure that its physical, financial, and intellectual infrastructure and learning resources are used to their full potential by making them accessible to college students, teachers, and staff as well as other organizations engaged in academic, co-curricular, and extracurricular activities.

Financial management policy:

- Aims to mobilize financial resources from sources (student fees) and utilize it effectively as possible to offer improved services to all stakeholders.
- It concentrates on achieving the objectives of the organization while upholding accountability and openness.
- The HOI will give a full report of funds received and used during the academic year by the IQAC at the Governing Council meeting. The IQAC will be responsible for monitoring and reviewing the documentation of Mobilization and Utilization of resources.

Internal Audit

Internal audit of the institution is conducted by the internal auditors in two levels.

Level 1- The Principal, Head of the commerce department, and senior faculty from the MBA Department with finance specialization will conduct an internal audit once a year.

Level 2- A MIS review meeting will be conducted every month to check the accuracy of facts and figures audited at level 1. This MIS committee consists of a Management team, internal adviser, chartered accountant, and institution finance team, and day-to-day accounts are maintained by the Accountant in TALLY Prime Gold. The institutional mechanism for internal audit is

- Vouching of receipts and postings to the ledger, TDS deductions, and payments.
- Scrutiny of scholarship disbursement registers.
- A Compliance Report on queries raised by the auditors is prepared and submitted to the principal.

External Audit

- The external audit will be conducted by a Chartered Accountant every year.

The institutional framework for external audit is as follows:

- Thorough examination of receipts and payments.
- Verification of Tally ERP heads of accounts with bills, received quotes, and comparative

statements of Capital expenditures.

- After reviewing the books of accounts, external auditors finalize the balance sheet.

External: Government/University

- A local inspection committee appointed by the affiliated university reviews the financial statements annually.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

For greater academic support, IQAC has promoted quality at many levels within the Institution.

I Teaching, Learning, and Evaluation:

- **Teaching, and learning process:** In DBIMSCA IQAC actively engages in the oversight and enhancement of the teaching and learning process, IQAC contributes to the overall academic excellence, institutional effectiveness, and student success within the educational institution. It fosters a culture of continuous improvement and accountability while ensuring alignment with quality assurance standards and educational objectives.
- **Lesson Plan and Work Diary:** In DBIMSCA all teaching members have to prepare lesson and work diaries designed as per Bengaluru University's academic calendar, academic Syllabus & activities for active engagement in the oversight and enhancement of the teaching and learning process.

- **ICT tools:** DBIMSCA adopts as a part of cutting-edge teaching techniques, a variety of ICT technologies, including What's App Groups, Google Forms, and Google Classroom capabilities, are used. The use of digital resources improves the quality of service. There are more smart classrooms and labs with ICT capabilities. A commercial lab is changed for educational purposes outside of the classroom.
- **Micro Teaching:** Micro teaching, which has been used in the PG department for the past two years, helps students experiment with and learn each of a teacher's teaching techniques.
- **Analytical Test:** At both the UG and PG levels, students are given analytical exams such as creative tasks, online assignments, and presentations to ascertain their diverse learning levels.
- **Web-based learning:** DBIMSCA adopted web-based learning, also known as online learning or e-learning, which encompasses various forms of education delivered via the internet to the students like Massive Open Online Courses (MOOCs), Online Tutorials and YouTube Channels and Webinars and Workshops.
- **Experiential learning, participative learning, and problem-solving methodologies enhance learning experiences.**
- **Evaluation:** The institution has incorporated the ideas of outcome-based education, internal examination committee under the IQAC plays a vital role in assessing student's academic progress, supporting their learning journey, and maintaining academic standards within DBIMSCA. where Cumulative assessment methods are utilized to evaluate student's achievement, in place of traditional evaluation methods. The assessment identifies any gaps in learning, then the modified teaching approach will be adopted as a necessary action.

II Learning Outcomes:

PO, CO, and PSO are measured annually after each academic year by the Institution and departments according to the Vision, Mission & objectives of the institution. To map COs and POs, direct and indirect methods will be employed to collect data during the academic year. IQAC will focus on areas for improvement by finding the gaps.

III Feedback:

A well-designed feedback system is established in the institution to foster a culture of continuous improvement and excellence in the various departments of the institution. By listening to the voices of students, faculty, and staff, colleges can create a supportive learning environment that meets the needs of

all stakeholders. The feedback committee under the IQAC will take all academic and administrative feedback and the same will be analyzed, and then potential areas for improvement and practices to continue are taken into account.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

DBIMSCA is dedicated to fostering an educational environment that promotes gender equity, particularly in a region where educating girls is crucial for achieving societal balance. In recent years, thanks to the concerted efforts of our faculty, there has been a significant increase in female student enrolment.

The campus is equipped with comprehensive security measures to ensure the safety of all women on campus. This includes CCTV coverage across the entire campus, and the deployment of well-trained female security guards. These measures are complemented by stringent anti-ragging and anti-smoking policies, and a prohibition on mobile phone use, all aimed at maintaining a secure and conducive learning environment.

To further support our commitment to gender sensitivity, DBIMSCA has integrated gender sensitization into both the curriculum and extracurricular activities. Notable initiatives include the celebration of Mother's Day and International Women's Day, which honour the roles and contributions of women in society. Additionally, the college regularly conducts self-defence workshops specifically designed for female students to enhance their personal security and awareness.

Academically, our approach includes guest lectures and workshops focused on gender issues. These sessions cover topics such as discrimination against women, menstrual hygiene, and overall women's health, providing students with critical insights and knowledge. Furthermore, the curriculum incorporates gender sensitization topics that are explored through various lectures and workshops led by experts in the field.

DBIMSCA also organizes competitions like debates and collage making on themes such as gender equality, to encourage critical thinking and awareness among students about gender issues.

On the faculty side, DBIMSCA supports female staff through policies like maternity leave with full benefits and offers insurance plans tailored to the needs of expectant mothers, emphasizing our commitment to the well-being of our employees.

Through these comprehensive measures, DBIMSCA strives not only to educate but also to empower students and staff, fostering an environment of equality and respect for all genders.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

DBIMSCA is dedicated to fostering an inclusive environment that not only nurtures holistic development but also respects and celebrates cultural, regional, linguistic, and socioeconomic diversity among students, faculty, and staff. The institution's core values of secularism, social justice, and constitutional morality underscore its commitment to recognizing and honouring societal plurality.

To enhance community engagement and civic responsibility, DBIMSCA encourages participation in various service-oriented activities. Notable among these is the vibrant celebration of Ethnic Day, which promotes cultural unity through the display of diverse attires and cultural expressions, fostering a sense of communal harmony.

Further emphasizing inclusivity, the institution hosts Kalarava, an annual day event that brings together the community to celebrate with music, art, and cultural performances, often graced by distinguished guests. Other initiatives like Kotikanta Gayana and Rainbow Week specifically aim to celebrate and promote communal harmony.

NSS activities at DBIMSCA play a crucial role in building regional connections and developing a service-minded attitude among students. These activities include village visits where students engage in cleaning, food distribution, and environmental upkeep, reinforcing their commitment to societal welfare.

Awareness programs on health, such as AIDS prevention, are conducted regularly to educate and inform the community about important health issues. Moreover, national and international observances like National Voters' Day, World Environment Day, and International Yoga Day are marked with special programs that educate and engage students in national duties and global wellness practices.

DBIMSCA also deeply values constitutional education, celebrating Constitution Day and Preamble Day by encouraging the community to read and commit to the ideals of the Indian Constitution. This commitment extends to National Voters' Day, where the importance of ethical voting and civic responsibilities is highlighted.

The institution also honors historical and cultural significance through events like Martyr's Day, Kannada Rajyotsava, and Rashtriya Hindi Diwas, fostering a sense of pride and respect for cultural heritage and national history.

Regular workshops on "Discrimination against Women" and discussions on topics like "Can Literacy Eradicate Poverty?" are organized to address gender inequality and socioeconomic issues, promoting a deeper understanding of how education can drive societal progress.

Through these initiatives, DBIMSCA aims to create a nurturing environment that not only educates but also sensitizes its community to the diverse needs and values of society, ensuring that every member, regardless of background, feels valued and included.

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

7.2 Best Practices

7.2.1

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

Response:

The Context:

DBIMSCA is committed to being a Green Campus, where environmental consciousness and education foster sustainable living and eco-friendly behaviors. Our aim is to cultivate an ethos of responsible living among students by reducing waste, conserving energy, and minimizing carbon footprints to safeguard our planet.

The Practice:

DBIMSCA actively works to mitigate environmental impact through annual green audits, which help maintain our campus's eco-friendly ethos. Initiatives include extensive tree planting, banning single-use plastics, and utilizing reusable materials in our canteen. We have installed energy-efficient LED lighting,

and our electrical systems are safeguarded by Master Circuit Boards to prevent leaks and shorts. Water from our Reverse Osmosis (RO) system is repurposed for irrigating plants and lawns. Our major green initiatives include:

Solar power installations and solar lighting

A Green Campus Policy

Environmental promotion activities beyond campus boundaries

Water conservation measures

A herbal garden

Routine Green Audits

Enhanced garden and landscaping

Comprehensive waste management

Regular plantation activities

Evidence:

Our sustainable practices have led to substantial savings on electricity, as evident from past electricity bills. Our water conservation efforts help maintain our lush, eco-friendly campus gardens. Additionally, we offer a mandatory Environmental Studies course for B.Com, BBA, and BCA students, aligning with CBCS and NEP syllabi.

Problems Encountered and Resources Required:

Sustaining a greener campus requires significant financial investment. Challenges include the need for regular cleaning of solar panels, maintenance of water storage systems, and the seasonal variability in solar output during monsoon seasons. The majority of our green initiatives occur during holidays and the COVID-19 pandemic, complicating efforts to raise awareness and reduce littering from small-scale plastic waste. Managing campus vegetation demands a dedicated workforce. Additionally, the feasibility of rooftop solar projects is limited by issues with metallic roofing, which can degrade structural integrity. Despite these challenges, DBIMSCA has successfully implemented strategies that have halved our electricity usage through the adoption of solar energy and effective waste management and landscaping.

Objectives of the Practice:

Industrial visits aim to extend learning beyond the classroom by providing students with a practical perspective of the workplace. Through direct interaction with industry professionals and observations of employment practices, students gain a tangible understanding of working methods. Additionally, these visits enhance students' interpersonal, communication, and cooperation skills, offering them enriching

educational experiences outside the traditional academic setting.

The Context:

Acting on recommendations from the Internal Quality Assurance Cell (IQAC), our institution organizes industrial visits every academic year. These visits make classroom learning more meaningful and realistic by offering students firsthand exposure to industry functions and environments.

The Practice:

The institution organizes these visits annually across various departments, allowing students to explore their fields of interest in real-world settings. These excursions provide insights into operational processes, the use of equipment, and effective communication with industry personnel. By witnessing these operations firsthand, students better understand market trends, industry prospects, and emerging technologies. Key visits include:

Toyota Kirloskar Motor Pvt. Ltd.: Students learned about eco-friendly manufacturing processes and observed the production of new car models.

Britannia Industries Ltd.: This visit provided a firsthand look at food production operations and offered insights from established business experts.

Karnataka Soaps and Detergents Limited (KSDL): Students explored the manufacturing processes of Mysore Sandal soaps and detergents, gaining an understanding of industrial production lines.

Evidence of Success:

The industrial visits have proven highly beneficial in enhancing student understanding of business operations, production monitoring, and process management. For example, during a visit to a food and beverage factory, students observed the intricacies of ice cream production in sub-zero conditions and noted the laborers' contributions to efficiency. These experiences have provided students with valuable insights into marketing and business strategies, which are crucial for their professional development.

Problems Encountered and Resources Required:

While industrial visits are invaluable for practical learning, they present several challenges:

Strategic Problems: Selecting the most suitable industries that align with educational objectives is challenging. It requires thorough research and coordination to ensure that the industry visits meet the learning needs of students.

Academic Problems: Integrating these visits with regular academic schedules can disrupt the traditional educational flow and emphasize non-academic activities, which may affect the overall academic framework.

Operational Problems: Ensuring the safety of students and faculty during visits is paramount. Managing

safety hazards and maintaining high safety standards during these outings is a complex task that requires meticulous planning and oversight.

Despite these challenges, the industrial visits are a cornerstone of our experiential learning strategy, providing students with invaluable insights and practical knowledge that complement their academic studies.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

EMPOWERMENT UNDERPRIVILEGED THROUGH SKILL

Don Bosco Institute of Management Studies and Computer Applications is a renowned institution in Bangalore district of Karnataka state. This institution was established in 2000-2001 near Mysore Road Kumbalagodu. The Vision of the institution is to uphold the leading institution and offering the exemplary education for lifespan progress in the future. Further, it includes the Mission to impart knowledge and skillset for proficient development across all societal sectors, to provide an empowering learning environment with right blend of values of procedural competency, to equip entrepreneurial, universal mindset, industries and different sections of society, to sensitize students of the challenges to globe social-economic and ecological sustainability with ethical magnitudes.

DBIMSCA is serving educational region from 20 years in wide-ranging way with valuable and ethical features. The prime location of the institution assists each student from various background to connect and club with the institution through pleasantly atmosphere. The institution welcomed the students in 2004 for the first-generation learners in Management studies and has achieved milestones and leading towards his successful journey. Presently, the institution is able to position itself as a reputed private institute in Bangalore south region. DBIMSCA is financial friendly and affordable institution for the rural students and economically backward classes to pursue wisdom, knowledge and skills.

DBIMSCA offers Empowerment for underprivileged community through skillful education and helps to uplift their future with pious intentions. Scholarships and Fee concession for backward community and meritorious students are provided to develop and encourage their academic journey. To gain academic enrichment the institution has versatile characteristics which clubs' multi-disciplinary programs, social,

cultural disciplines and equal opportunities for education is the primary priority.

DBIMSCA takes initiative to conduct workshops, seminars, FDPs and value added programs for evolution in academic sphere. The institution willfully provides funds for noble activities and academic needs. The high class infrastructure facilities are grabbing the attention of students and assisting in the intake process successfully. Students are availing best facilities and amenities at best levels.

ACADEMIC ENRICHMENT

DBIMSCA is thriving its effort in academic enrichment, which surrounds activities and programs that increases the educational experience and academic achievement beyond the standard curriculum. Guest Lectures, advanced courses, extracurricular activities, specialized workshops, industrial visits and opportunities for independent research are playing a vital role in academic enrichment and all the programs are aiming to deepen students' understanding of subjects, comprehending skills, develop critical thinking skills, and building affection for knowledge and learning.

VALUABLE AND PROFESSIONAL ETHICS

Valuable and professional ethics are guided in DBIMSCA with a set of principles and standards to the students to build in their behavior and decision-making, particularly in professional and academic settings. These ethics and values are based on values, punctuality, honesty, integrity, respect, and responsibility. Abide by the valuable and professional ethics contributes to an affirmative work environment and builds the reputation and meritorious image of individuals.

ENTREPRENEURIAL SKILLS

Entrepreneurial skills are given high importance in DBIMSCA, as the institution has promised for the expansion in commerce and management sector. Teaching essential abilities and guiding the qualities that enable individuals to identify and pursue business opportunities are demonstrated to students effectively by the institution.

INNOVATION AND CREATIVITY

DBIMSCA immensely supports the idea of innovation and creativity and strives to feed in the minds of students about; ability to think out of the box, execution of plans, generate new ideas, and innovate. Risk-taking, problem-solving ability, leadership quality and adaptability characteristics.

COMMUNICATION SKILLS AND SOFT SKILLS

DBIMSCA enormously focuses on Communication Skills and Soft Skills of the pupils to convey ideas, negotiate, and build relationships. Besides, the institution strongly ensures the development in enhancing communication, self-awareness, empathy, emotional intelligence, self-management, decision-making skills and conflict resolution skills in the students.

LIFE SKILLS

To empower each individual, the institution encourages and inspires life skills and overall personal development of the students by discoursing on, continuous process of improving oneself in various

aspects of life, including physical, emotional, intellectual, social, and spiritual well-being, emotional intelligence. Hence, DBIMSCA involves the knowledge of setting goals, acquiring new skills and knowledge, cultivating positive habits, and fostering self-awareness and self-acceptance in its circular and non-circular oriented teaching.

DIGITAL SKILLS

To upgrade the knowledge according to the contemporary society and present scenario DBIMSCA pledges to update the advanced skills and acquaintance of the students by training digital skills and technical skills, which helps the ability to find, evaluate, create and use digital devices and technology. The skills are taught by experienced faculties with appropriate programs and professional way to enrich the digital wisdom and elevate the upcoming career to the next level of the pupils.

List of Certification Course / Value Added offered and Online Courses Offered for Multi Skills Development:

1. Basic EXCEL and Advance EXCEL
2. Tally
3. Cloud Computing
4. Graphic Designing
5. Financial Literacy
6. Digital Marketing
7. Social Media Strategy
8. Artificial Intelligence
9. Python Programming
10. Investment on Mutual Fund
11. Microsoft Office
12. Online Reputation Management
13. SPSS Software
14. Free Lancing
15. Data Science
16. Crypto Currency
17. Data Base Management System
18. DOT NET Technology
19. Management Information System
20. SAP
21. Machine Learning
22. Cyber Security
23. Productivity and Employability Skills
24. Block Chain Management
25. Deep Learning

Outcomes

DBIMSCA aims to deliver an exceptional education and tries to serve the society and it is consistently inspiring the students and providing a platform for digital skills, soft skills, multi-disciplinary skill

development, communication skills, ethical and human value development and value added education and much more. The institution is engaged in creating great opportunities for all students to build career and entrepreneurial skills for professional journey.

Empowerment of under privilege communities through skill education is given chief importance in the institution to achieve inclusivity and equality. It aids the deprived community students to progress in their educational and professional path. Further, DBIMSCA effectively promoting skill education by providing expertise, practical knowledge and self-assessment enabling individuals from these communities to increase their employability and entrepreneurial proficiencies with confidence and encouragement.

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

5. CONCLUSION

Additional Information :

The goal of the Don Bosco Institute of Management Studies and Computer Applications College is to consistently fulfill its mission of offering students a high-quality, reasonably priced higher education. With improvement in infrastructure new buildings have been constructed to accommodate the needs of the classrooms and labs for experimental learning. To assist Students, the mentor-mentee system was implemented, which uses NACC principles to classify slow learners as advanced learners. Additionally, the college gathers student online input regarding the teaching and learning process and acts appropriately in response to it.

The college has initiated new U.G. and P.G. courses like M. Com and UG courses in BSc (FAD) and BA (Psychology and Journalism) to give students access to skill enhancement education. Additionally, steps have been taken to digitize the library. The computerization of the whole accounting system will greatly aid in data preservation and transparency.

Concluding Remarks :

DBIMSCA is not merely an educational institution; it's a custodian of the region's rich cultural heritage, striving to merge tradition with modernity in its pursuit of academic excellence. Affiliated with Bangalore University in Karnataka state, DBIMSCA offers integrated programs in Management, Commerce, Arts and Science, and Computer Applications, catering to the diverse educational needs of its students. With approval from the All-India Council for Technical Education (AICTE), DBIMSCA ensures that its MBA, BBA, and BCA programs adhere to the highest standards of quality and relevance.

With an enrolment of 675 students, DBIMSCA has consistently produced remarkable results, with over 500 students achieving distinction, a testament to its unwavering dedication to excellence. DBIMSCA's ethos is its visionary vision and mission, which chart a course toward becoming the most preferred educational institution by students, parents, and recruiters alike. The vision encapsulates a commitment to fostering an environment conducive to academic excellence, holistic development, and career readiness. It underscores the importance of prioritizing quality education, creating a supportive campus community, forging industry partnerships, and ensuring transparent communication with stakeholders.

DBIMSCA's journey is guided by its core values of integrity, excellence, innovation, and collaboration, which serve as the bedrock of its educational philosophy. By upholding these values, DBIMSCA aspires to be the educational institution of choice, making a positive and lasting impact on the lives of its students and the communities it serves.

In summary, DBIMSCA stands as a testament to the transformative power of education, guided by visionary leadership committed to excellence, innovation, and social responsibility. As it continues its journey toward realizing its vision and mission, DBIMSCA remains steadfast in its dedication to shaping the leaders of tomorrow and contributing to the betterment of society.