SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

THE BOMBAY SALESIAN SOCIETY'S DON BOSCO INSTITUTE OF TECHNOLOGY

PREMIER AUTOMOBILES ROAD, KURLA (W), MUMBAI - 400070
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Salesian Society is an International Religious Organization within the Catholic church , founded by Don Bosco to serve youngsters, especially those who are poor and disadvantaged.

The Don Bosco Institute of technology was established in 2001 to serve the needs of the Roman Catholic minority of the Mumbai province.

The Don Bosco style of education consists in involving young people, their parents or guardians and the educators in a family atmosphere. The goal of Integral Education involves developing physical and aesthetic talents, training in occupational skills, fostering intellectual skills and competence, furthering cultural development and integration with others, including moral uprightness.

The Salesian philosophy of education which emphasises the intellectual, spiritual and emotional growth of every individual student, is evident in all facets of campus life. The academic programmes allow students to prepare for their career as well as pursue higher education and entrepreneurship.

DBIT provides opportunities for personal growth as well as develops as sense of responsibility towards society at large. The institute is committed to Technology, Quality and Sustainability.

Vision

DBIT will be known to have an innovative, enjoyable and holistic learning environment that transforms individuals into socially conscious citizens the Don Bosco way, and will lead in research and entrepreneurship in the area of substainable technologies.

Mission

- To create future engineers who work with honesty and integrity and excel in the use of technology for the benefit of the underpriviledged.

- To train engineers to be innovative problem solvers and entrepreneurs who engages in research and life-long learning.

- To provide a diverse and stimulating environment for staff and students to grow holistically.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Brand name of Don Bosco in the field of education

- Don Bosco Way - Preventive system of education
- Visionary, supporting and proactive management with transparency
- Qualified, dedicated, motivated and experienced faculty
- Location of the Institute.
- Availability of playground for football, cricket etc
- Collaboration with Industry and reputed Research Institute
- Well equipment Library with adequate collection of titles and volumes, journals, magazines, reference books etc.
- Well-equipped laboratories with advanced software
- Faculty recruitment process
- Student and parent feedback system
- Learning management system (LMS) Moodle
- Bloom's Taxonomy based Teaching Learning processes

Institutional Weakness

- Number of PhD faculty
- Placement in core domain like EXTC, Mechanical
- Participation of students in National and International Conferences
- Number research publications in reputed conferences and journals
- Research & consultancy and IPR, Funded Projects
- Faculty student interchange program with international university
- Alumni involvement towards institute development

Institutional Opportunity

- Policy to attract students with high rank in qualifying examination
- Aggressive publicity and marketing of DBIT good practices using social medial platforms
- Collaboration with International Universities for certificate and diploma program
- NBA accreditation and autonomous status
- Establishment of center of excellence in as per the need of Industry 4.0
- Scope for enhanced research work to be carried out in all related field of engineering

Institutional Challenge

- Large number engineering institutes, private universities , foreign universities
- Rapid technological obsolescence
- Increasing levels of unemployment and underemployment of core domain engineering disciplines
- Frequent changes in rules and regulations of regulatory bodies
- Rapid growth of service industry than manufacturing industry

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

DBIT diligently follows the academic calendar set by the University of Mumbai, structuring its curriculum delivery into three phases: Pre-Semester, During Semester, and Post-Semester. In the Pre-Semester phase, the institute aligns its activities with the university schedule, and faculty members develop teaching plans and materials. The class timetable is prepared, considering the university curriculum's contact hours. An orientation program for newly admitted students is conducted to make students aware with engineering education, examination requirements and placements. Regular assessments, feedback, and peer reviews contribute to evaluating teaching quality. The Post-Semester phase includes comprehensive assessments and audits to identify areas for improvement.

DBIT integrates cross-cutting issues into its curriculum, emphasizing professional ethics, gender sensitization, human values, and environmental sustainability. The curriculum addresses professional ethics through dedicated courses and electives, including specialized fields like ethical hacking and cyber security. Gender sensitization is actively fostered by reserving positions for girls in the student council and organizing events promoting gender equity. Human values are instilled through faculty participation in courses on Universal Human Values and programs on Yoga. Environmental sustainability is addressed through Development Engineering and Environmental Management courses, with a significant focus on eco-friendly technologies.

DBIT's commitment to holistic education extends to co-curricular and extracurricular activities facilitated by the Sustainable Innovations for the Environment (SIE) club. This club organizes events on carbon credits, sustainable waste management, and global warming, providing students with a platform for active engagement in environmental initiatives. Approximately 10-15% of all BE initiatives across programs focus on environmental and sustainable issues. Competitions like "INNOVEX" and the Smart India Hackathon showcase students' ability to create cutting-edge, sustainable technologies.

Throughout these processes, DBIT meticulously tracks student attendance, provides counseling for attendance issues, and keeps parents informed. This holistic approach, combining academic rigor with a focus on ethics, values, and sustainability, ensures the overall development of students. DBIT's commitment to structured curriculum planning and delivery contributes to the continuous enhancement of educational quality, preparing students for ethical and socially responsible professional practices.

Teaching-learning and Evaluation

In accordance with the guidelines set forth by the Maharashtra state government for undergraduate (UG) engineering admissions, the Don Bosco Institute of Technology is committed to providing a seamless and open admissions process. The national JEE Mains entrance exam and the MHCET administered by state governments, are the admission requirements. In keeping with its minority status, the institution admits 51% of students under the minority quota and 29% open category students through a centralized admission process managed by DTE, and admits the remaining 20% at the institute level for open category students.

The teaching and learning process is methodically executed to ensure the comprehensive development of knowledge and skills across all cognitive levels. A detailed teaching plan is devised at the onset of each semester, incorporating active learning strategies and the integration of ICT tools. Students benefit from mentorship provided by teachers, addressing both academic and non-academic concerns through a mentor-mentee scheme where each teacher oversees a group of 15 to 20 students, focusing on individual student needs.

The recruitment of well-qualified, competent and experienced teachers aligns with the standards established by AICTE. A high retention rate is a result of the Institution's efficient management policies and conducive

academic environment. Regular student feedback, collected twice a semester, facilitates timely adjustments to enhance the quality of the teaching-learning process.

The evaluation procedure, which includes both internal and external assessments, is transparent and follows a set time frame. Through the academic calendar, students are notified well in advance of their assessment schedules. Transparency and prompt resolution of any associated complaints are ensured when assessment rubrics are made available to students in a clear and understandable manner. The organization conducts a number of course exit surveys, which include assessments of the learning management system (DBIT E-Learn/ Moodle content) and examinations of instructional strategies. Students acknowledge the institution's commitment to maintaining academic excellence by expressing overall satisfaction with the teaching-learning process and evaluation methods. Course outcomes of various courses are prepared at each level of Bloom's taxonomy and displayed on respective department websites. There is a well-defined process for calculating CO attainment.

Research, Innovations and Extension

Don Bosco Institute of Technology (DBIT) in Mumbai is known for its strong emphasis on research and a supportive environment that encourages teachers to actively participate in scholarly activities. The college's management is dedicated to promoting a culture of research and innovation, evident in their encouragement of teachers to submit research proposals. To facilitate and oversee these efforts, a dedicated research committee has been established.

The college is committed to fostering a research spirit among both faculty and students. The research committee organizes workshops and programs regularly to instil a research-oriented mindset within the academic community. As a result, many faculty members from various departments have successfully secured minor research projects from the university, contributing to the institution's reputation. These projects have led to the publication of research papers in reputable national and international journals, showcasing the academic community's commitment to scholarly contributions. Some faculty members have also obtained patents and copyrights, highlighting the institution's dedication to fostering innovation.

DBIT's commitment extends beyond academic pursuits to societal welfare through active involvement in extension activities. Units like the NSS and CrEAST play a crucial role in channelling resources towards community service. The college's outreach efforts extend to Palghar district, where various activities are conducted for Adivasi students. Under NSS, the college conducts training programs, including computer operation and 3-D printing, tailored for underprivileged individuals.

The college's dedication to social responsibility is further exemplified by the STEM initiative "Engineering Future – CrEAST" program. Supported by Larsen & Toubro Limited as part of their Corporate Social Responsibility, this program trains underprivileged students, preferably girls, and those with learning disabilities in Science, Technology, Engineering, and Mathematics (STEM). The aim is to make participants future-ready and motivate them to pursue STEM careers, fostering creativity and innovation.

In summary, DBIT stands as a beacon of academic excellence with a deep commitment to research, innovation, and community service, making a positive impact on both its academic community and society at large.

Infrastructure and Learning Resources

Classrooms and labs are among the ICT-enabled teaching and learning spaces that DBIT has the infrastructure and resources to support. In a similar vein, DBIT offers spaces for athletic and cultural events.

Infrastructure facilities are available to create a learning-friendly atmosphere that supports a student's overall development.

Well-equipped classroom with Wi-Fi, a smart board, audio-visual equipment, and the internet. Labs outfitted with the tools and instruments required to carry out laboratory work in accordance with the University of Mumbai's syllabus. A high-end computing centre equipped with cutting-edge technology and state-of-the-art infrastructure is called Computer Centre. Orell Talk software is installed in a specialized lab for the purpose of improving the communication abilities of students.

A collection of books, journals, periodicals, magazines, and reference books are available for search within the library and from a distance using the Open Source Koha Library Management System via web access OPAC. Students have round-the-clock access to the learning management system (Moodle) hosted on the AWS Cloud for learning, evaluation, and sharing of digital content. AWS Cloud hosts the official website. Google Cloud provides email IDs to all students, and they also have access to Google Workspace. The full development of a pupil is the cornerstone of Don Bosco's educational philosophy. Students' participation in sports and cultural events is prioritized. The following resources are offered to aid in students' overall development. Fr. Santino Mondini Hall is an air-conditioned, multimedia-equipped theatre that can accommodate over 500 people and is used for cultural events. There is also a well-equipped, 150-seat seminar hall with air conditioning that can be used for cultural events. DBIT features a verdant sports field that is used for football, volleyball, athletics, and throw ball. Top court for sports like boxing, cricket, and other games, and a dedicated basketball court.

Facilities with ICT capabilities include: Multimedia Public address system with projector and audio system internet-accessible building having Wi-Fi capabilities. CCTV monitoring is in place throughout the campus. For efficient e-governance, the Management Information System (MIS), NEST, is internally created.

DBIT ensures the availability of resources for the holistic development of the students.

Student Support and Progression

The education in DBIT is based on the philosophy of Don Bosco way of teaching which is a harmonious blend of loving kindness, reason and opportunities through experiential learning, talent nurturing, skill development and training for livelihoods. These three attributes are essential components for holistic development of a student. At DBIT we strongly believe that learning is not restricted only to classrooms, rather cognitive abilities are enhanced if classroom learning is augmented with workshops, interactions with experts, industrial visits, competitions, project exhibitions, groups discussions, etc. DBIT also provides students with opportunities to grow their aptitude, personality, leadership, team building, communication, language and creative skills. The Institute nurtures students by instilling in them good values & ethics to create good human beings and responsible citizens.

In order to ensure an holistic development among students, DBIT encourages and supports 17 student clubs and chapters, comprising of both technical and non-technical. ACM, CSI, IEEE, IETE, ISHRAE, GDSC are the professional student bodies while Madgears- the Xanthium Racing Club, Physics Club, Domain–Maths Club, AI Club, Energy Club, Marathi Club, Literary Club-LitSoc, NSS, Social Innovation in Environment (SIE) Club, Drama Club and Music Club are student driven clubs. All student clubs/ chapters are at the Institute level

and a student is free to enrol in one or more of these clubs/ chapters.

Apart from the student clubs and chapters, DBIT also has a student council comprising of boys and girls who represent the student community at DBIT. The student council every year organizes the Annual Intercollegiate Technical Festival Colosseum and the Annual Cultural Festival Hysteria within the DBCL Campus.

Additionally, each of the departments conducts several department activities such as department days, freshers party, guest lectures, industrial visits, project competitions, etc., to bridge the gaps in the curriculum. Students are also mentored through career guidance, higher studies, competitive exams, scholarships, free ships etc.

Governance, Leadership and Management

Don Bosco Institute of Technology (DBIT) envisions being recognized for its innovative and holistic learning environment, transforming individuals into socially conscious citizens.

DBIT's structure is well-organized, ensuring that institutional entities operate effectively and in accordance with rules and guidelines. The Principal, the Governing Council (GC), the College Development Committee (CDC), the IQAC, the Deans, the HoDs, and other committees are listed on the organizational chart. The purpose of the biannual meetings of the Governing Council is to prepare budgets, create policies, and talk about strategic plans. The CDC, which is made up of members from several stakeholder groups, has quarterly meetings to talk about staff welfare, resource use, and academic planning. By including stakeholders in the decision-making process, the Internal Quality Assurance Cell (IQAC) ensures quality criteria for teaching-learning procedures.

Academic planning, execution, auditing, and evaluation are overseen by a committee of administrative and faculty members. DBIT adheres to service rules and appointment policies in compliance with AICTE and University of Mumbai requirements. The institute's Strategic Development Plan (SDP) focuses on goals like faculty development, research projects, product development, obtaining autonomous status, and improving rankings and accreditation, aiming to produce globally competitive, skilled engineers.

DBIT being a self-financed private institute, relies mainly on student fees for income. The institute encourages faculty to generate revenue through research grants, industry consultancy, etc. Strategies for resource mobilization include applying for research grants, conducting consultancy for industry, utilizing laboratory equipment for testing, funds for short-term training programs, sponsorships from corporations for student activities and competitions. Resource utilization involves budgeting for salaries, infrastructure maintenance, faculty and student welfare, and regulatory fees. The institute optimally utilizes its resources by conducting programs for school students, training programs, renting premises for workshops, gatherings, and sports activities. Budget allocation covers salaries, infrastructure, and student support.

Financial audits, both internal and external, ensure transparency in financial activities. The accounts, audited annually by external chartered accountants, are presented to the Governing Council for approval and action on auditor comments. The institute follows a self-financed model, and financial activities align with regulations set by bodies like AICTE and Shikshan Shulka Samiti.

Institutional Values and Best Practices

DBIT promotes an organizational culture which highly values equity and inclusiveness and believes strongly in social responsibility and transformation. DBIT is committed to encourage equality and diversity among its staff and students and create an environment free of discrimination and respect for all. The Institute strongly advocates gender equality and promotes equal representation and participation of women in decision making at the academic and administrative levels. The concern for promoting social responsibilities and values along with sustainable development among future professionals are explicit in the regular activities conducted in the campus.

Although skill development and achieving core competencies is crucial for success of students to face the global challenges, DBIT takes the responsibility of inculcating desirable value system among students through Students clubs, chapters and committees. DBIT strives to achieve the its Vision and Mission statements, by providing a holistic learning environment that enhances individual success, the Don Bosco way. We at DBIT sensitize our students and staff towards their rights and responsibilities towards our nation through various webinars and events that give them a dimension of being successful and responsible citizens. Students are conscious of their constitutional obligations of right to cultural, educational rights and are encouraged to cherish and follow the noble ideals which inspired our national struggle for freedom, to value and preserve the rich heritage of our composite culture, to render national service when called upon to do so and to protect our environment through NSS and student club initiatives. Students are encouraged to engage in community development and are made to interact with the tribal villagers and use technology to bring about minor positive changes in their lives. This helps in making our graduates not only good engineers but good human beings which are also socially responsible citizens.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	The Bombay Salesian Society's Don Bosco Institute of Technology
Address	Premier Automobiles Road, Kurla (W), Mumbai - 400070
City	Kurla
State	Maharashtra
Pin	400070
Website	www.dbit.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	Yes Minority 30-4-2010.pdf
If Yes, Specify minority status	
Religious	Christian
Linguistic	None
Any Other	None

Establishment Details		
State	**University name**	**Document**
Maharashtra	University of Mumbai	View Document

Details of UGC recognition

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

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	02-06-2023	12	None
AICTE	View Document	02-06-2023	12	None
AICTE	View Document	02-06-2023	12	None

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	Premier Automobiles Road, Kurla (W), Mumbai - 400070	Urban	6	9699

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BE,Information Technology,	48	HSC MHCET AIEE JEE	English	60	60
UG	BE,Electronics And Telecommunication Engineering,	48	HSC MHCET AIEE JEE	English	60	47
UG	BE,Computer Engineering,	48	HSC MHCET AIEE JEE	English	120	120
UG	BE,Mechanical Engineering,	48	HSC MHCET AIEE JEE	English	60	35

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	5				14				41			
Recruited	3	0	0	3	3	1	0	4	21	20	0	41
Yet to Recruit	2				10				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				1				15			
Recruited	0	0	0	0	0	1	0	1	10	5	0	15
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				58
Recruited	40	18	0	58
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				26
Recruited	25	1	0	26
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	0	0	3	1	0	0	0	0	7
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	27	26	0	53
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	1	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	200	0	0	0	200
	Female	72	0	0	0	72
	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	7	10	7	10
	Female	5	4	2	2
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	22	28	21	31
	Female	13	8	6	4
	Others	0	0	0	0
General	Male	171	150	144	125
	Female	54	39	44	42
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		272	239	224	214

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The institute has been promoting multi-disciplinary and inter-disciplinary approaches through Institute level electives offered to students of final year of engineering. Following are the courses offered to students based on the availability of the subject skills and resources to students of Mechanical, Electronics & Telecommunication, Computers and IT. • In Semester 7: o ILO7013. Management Information System o ILO7015. Operation Research o ILO7016. Cyber Security and Laws o ILO7018. Energy Audit and Management o ILO7019. Development Engineering • In Semester 8: o ILO8021. Project Management o ILO8023. Entrepreneurship Development and Management o ILO8029.

	Environmental Management The institute has also offers a Minor/ Honor program of University of Mumbai. The Minor / Honors is a 4-semester program focusing on imparting the latest technological skills. Enrollment in the program is open to students of all departments. The following are the programs being offered by the institute: 1) Artificial Intelligence & Machine Learning 2) Cybersecurity 3) Data Science 4) Internet of Things 5) Electric Vehicle
2. Academic bank of credits (ABC):	Since the institute is affiliated with the University of Mumbai, the implementation of the Academic Bank of Credits is governed by the University of Mumbai. At Institute level, we have created awareness among the student regarding the Academic Bank of Credit and encouraged the students to register to the ABC portal. On institutional website, on the landing page we have link to ABC portal.
3. Skill development:	Skill development Laboratory has been introduced in the R-2019-C scheme of the syllabus. The Second year engineering students have skill-based labs as part of their syllabus. Following are some of the examples: ITL304 Java Lab (SBL) ITL404 Python Lab (SBL) ECL304 Skill Lab: C++ and Java Programming ECL404 Skill Lab: Python Programming CSL304 Skill base Lab course:Object Oriented Programming with Java CSL405 Skill Base Lab Course: Python Programming MESBL401 CNC and 3-D Printing MESBL401 CNC and 3-D Printing
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The Independence Day celebration was organized by the Institute in collaboration NSS wings of the college and LitSoc-DBIT. The celebration aimed to foster the spirit of independence and patriotism among the youth. The event comprised four competitions - Group Singing, Elocution, Poetry Recitation, and Rangoli Making. This helps inculcate values such as patriotism and love for the country among the younger generation. The Staff Welfare Committee organized a "Garba Event" for all teaching and non-teaching staff on 1st October 2022. hereafter all people enjoyed dancing Garba to various songs thus celebrating the Navratri festival. To showcase the Indian culture and tradition. DBIT celebrated Onam with great enthusiasm and zeal. The students and faculty members came together to celebrate the festival and to showcase the rich culture

	and traditions of Kerala. The flower rangoli, traditional attire helped in promoting the cultural diversity of India. On 20th March 2023, the Student Council of DBIT successfully organized a "Traditional Day" event for all the staff and students. As the name suggests, the day was a celebration of the traditions, customs, and diversity of India. At DBIT, Department Days is an interdepartmental event when each department honors its accomplishments through the organization of various cultural events and felicitation ceremonies. The faculties of the respective departments congratulate students for the accomplishments that they have made over the academic year.
5. Focus on Outcome based education (OBE):	Outcome-based education is focused on achieving the knowledge and skills that a student should acquire as part of graduation study. Graduate attributes (GAs) articulate the generic abilities to be looked for in a graduate of any undergraduate degree program. They form the Program Outcomes (POs) that reflect the skills, knowledge and abilities of graduates regardless of the field of study. At Bombay Salesian Society's Don Bosco Institute of Technology we try to develop engineers with human values. The Teacher develops the Course Outcome by using the appropriate verb mentioned in Bloom's taxonomy for each Course. Each course outcome focuses on achieving a reasonable amount technical knowledge & skills . The course outcomes are mapped to program outcomes. Data is collected from different assessment tools to evaluate the Course outcome: Internal assessment, assignments, projects, lab experiments, etc. The attainment levels of attaining course and program outcomes are set in advance by the course instructor based on guidelines from IQAC. The CO and PO attainment calculation process starts with CO attainment calculation and the CO attainment values are used for PO calculation. These attainment levels of program outcomes is analyzed to look for areas of improvements for next batch.
6. Distance education/online education:	A group of 5 to 10 students were granted internships in various industries, where they benefited from online mentoring. Through virtual guidance and regular communication, these students received valuable support, enhancing their learning and skill development during their internship experience. This helped the students to prepare for placement

interviews. Institution promotes the students and faculty to register for the uptake of online courses from prominent platforms like MOOC, Coursera, EdX, and NPTEL, fostering a culture of continuous learning. Students benefit from flexible learning time and explore diverse subjects beyond their curriculum. Simultaneously, teachers enhance their teaching prowess and stay updated with the latest advancements, creating a dynamic and globally connected learning community. This proactive approach ensures that education remains current and accessible.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, The institute has set up the Electoral Literacy Club, there are active student members and Electoral Literacy Club In-charge. Objective: 1) Spread awareness among the students on their fundamental right to vote as citizen of India. 2) Support in Registration of the New Voters.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The Student coordinator and Electoral Literacy Club In-charge are appointed by college, who are supposed to carry out this activity as additional responsibility including their previously assigned responsibility. ELC is functional and conducts various events like Awareness campaign, Registration camp, etc.
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.	Following are the programs conducted by the ELC: 1) Voter awareness campaign among the students 2) New voter registration camp
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	Following are the initiative proposed by the Institute 1) Create a video in Regional Language (Marathi) on how to use the portal for New voter registration. 2) Create a Video in Regional Language (Marathi) on awareness of NOTA (None of the above) 3) Create a

electoral processes, etc.	Video in Regional Language (Marathi) on "Search Electoral details". This will be helpful
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.	New voter registration camp was conducted on the institutes premises on 11th January 2024, with the purpose of making students aware on Voter registration and the process of voting on the EVM. Most of the students of First Year Engineering who are above 18 years took the benefit of this camp.

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
937	945	990	1113	1427

File Description	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: 105

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
63	63	73	76	82

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
363.69	322.12	315	588.91	859.08

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:

The Institute follows the academic calendar of the University of Mumbai to ensure effective curriculum planning and delivery. The curriculum planning and delivery is split into three phases, every semester:

- Pre-Semester
- During Semester
- Post - Semester

Pre-Semester :

- Institute prepares its academic calender for semester in line with academic calendar of University of Mumbai. Academic calender includes schedule of various curricular, co-curricular and extra curricular activities like start and end of semester date, internal assessment and university exam dates, statutory body meeting dates, student chapter and club activities etc. Department prepares semester wise academic calendar.
- HoDs are required to take into consideration into university syllabus and allocate work load to the faculty. Once the faculty receives academic load for the semester they prepare teaching plan, lesson plan, and Practical plan. While preparing teaching plan lesson plan and practical plan the faculty members take in to account gap between university curriculum and program outcomes. Teaching plan lesson plan and practical plan are uploaded on moodle and reveiwed.
- Class timetable is prepared to include contact hours for each courses as specified in the university curriculum. Timetable also includes slots for remedial, mentoring and student activities.

During Semester:

- The orientation program for newly admitted students is conducted to make students aware with engineering education, examination requirements and placements. Students are also informed about the campus facilities, various curricular and extracurricular activities, the code of conduct, and importance of soft and domain skills as well as various career opportunities.
- Academic Monitoring Committee monitors delivery of academic activities as per timetable and frequent meetings to monitor academic achievement and explore strategies for improving student participation.
- Periodic tutorials, class tests, and multiple-choice question examinations are held to gauge students' consistent progress.
- Faculty members execute a variety of pedagogies and activities, such as group discussions, power point presentations, quizzes, debates, assessments, etc., to make class sessions engaging and

dynamic.

- Before internal assessment, moodle audit is conducted to ensure availability of teaching material, IA syllabus, question bank, etc.
- Student feedback is collected for every faculty and every course against defined criteria to assess the quality of teaching. In addition to student feedback faculty peer reviews is also conducted to identify the areas of improvement in content delivery.
- Continuous assessments are carried out through well planned assignments, tutorials, internal assessments, seminars, etc. The results of these assessments are shared with students from time to time to enable improvement.
- During the semester weak and bright students are identified through continuous assessment and activities are planned and executed to improve their performance to the next level.
- Invited talks by distinguished professors, alums, or entrepreneurs, business leaders to deliver contents beyond syllabus and bridge the curriculum.
- Regular tracking of student attendance is done. Counseling is provided to students who fail to attend classes. The parents are also informed about their ward's attendance.

Post - Semeter:

- Course exit survey, Course file audit, examination audit and Course Outcome (CO) and Program Outcome (PO) attainment calculation are carried out for improvement in next cycle.

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

1.2 Academic Flexibility

1.2.1

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

Response: 29

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

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: 32.28

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
604	389	209	414	131

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

DBIT integrates cross-cutting issues into curriculum through well planned curricular, co-curricular and extracurricular activities which are pertinent to Professional Ethics, Gender, Human Values, Environment and Sustainability .

Professional Ethics:

The following course are part of university syllabus which addresses issues related to professional ethics:

- Professional Communications & Ethics - Part 1 this course is taught in semester 2 for all First year engineering students which includes public speech, technical writing, etc.
- Professional Communications & Ethics - Part 2 this course is taught in semester 5 for all third year engineering students which includes employment skills, corporate ethics interpersonal skills etc.
- In addition to above course various departmental and institute elective course integrates the requirement of professional ethics for ethical hacking and cyber security and laws.

Gender Sensitization:

- In the student council there are certain positions earmark for girl student to ensure their participation in decision making.
- The institute holds a variety of lectures and events/activities aimed at promoting gender equity. These events mostly focus on gender sensitization.

Human Values:

- Institute promotes the faculty to undergo a course in Universal Human Values.
- In order to inculcate the attitude of health and hygiene programs on Yoga are conducted.
- A preventive system of education - Don Bosco Way is introduced to the students to inculcate the human values.

Environment and Sustainability:

- Development Engineering and Environmental Management Institute Level Elective (ILO) courses offered under the Choice Based Credit System. Topics include global warming, environmental policy, biodiversity, environmental protection, disaster management, and the standard of environment management are all covered under the umbrella of environment management. Students studying Development Engineering gain knowledge about sustainable technology, as well as general and engineering-specific values and ethics.
- In every program, at least 10–15% of all BE initiatives deal with environmental and sustainable issues. Students get knowledge on how to create cutting-edge, sustainable, and environmentally friendly technologies and products.
- These are on show to the general public as part of the yearly "INNOVEX" project competition. Students also take part in sustainability-related project contests such as the Smart India Hackathon.
- As part of co-curricular and extracurricular activities, the SIE club (Sustainable Innovations for the Environment) hosts meetings, training programs, and competitions on topics including carbon credits, sustainable waste management, global warming, etc.

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: 71.93

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

Response: 674

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

1.4 Feedback System

1.4.1

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

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
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: 78.5

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
232	221	212	0	277

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

2022-23	2021-22	2020-21	2019-20	2018-19
300	300	300	0	300

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](#)

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: 41.07

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
62	60	52	0	79

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
154	154	154	0	154

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](#)

2.2 Student Teacher Ratio

2.2.1

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

Response: 14.87

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:

Don Bosco Institute of Technology (DBIT) is deeply committed to elevate the quality of education by implementing a spectrum of student-centric activities.

These initiatives are meticulously designed to encompass experiential learning, participative learning, and problem-solving methodologies, fostering a comprehensive educational experience for our students. In addition to these faculty members leverage ICT tools to enrich effectiveness of teaching and learning process.

Experiential learning: Experiential learning is a process in which DBIT faculty engage students in DO-LEARN-EXPERIENCE-REFLECT methodology to enhance required knowledge, abilities and skills of learner.

Participative Learning: The faculty at DBIT encourages students to actively participate in collaborative learning by incorporating them in a variety of learning activities that improve their skills and talents.

Problem solving methodology: Problem solving methods are techniques and tools where students learn to find solutions to real-life problem under the guidance of DBIT Faculty.

Following are the courses and activities through which DBIT ensures experiential learning, participative learning, problem solving among students:

- **Skilled based Laboratory courses** - Students work hands-on on the problem statement given by the faculty using various tools.
- **Mini-Projects and Major Projects** - The students understand the problem and develop solution for the problem, where they learn from the experience and the mistakes they make during the execution of the projects.
- **Industrial Visits** - Students gets an insight into real working environment.
- **Various Hackathons & Competitions**
- **College Festivals and Events -** like Hysteria, Colosseum, etc.
- **Students Chapters and Club Activities** - Students gain the experience of planning, organizing and execution of events.
- **Hands on Workshops** - Students learn by doing the task themselves in small groups.
- **Peer Instruction** - Students train their peer students
- **Group Discussions** - Discussion on the topic in small group
- **Brain storming** - Weekly brain storming meetings are conducted among students and project mentor to find optimum solution and decide further course of action of the mini-projects and major-projects.
- **Puzzles & Quizzes -** To enhance problem solving puzzles, crosswords and quizzes are used as tools.
- **Outreach activities -** Students and Faculty are involved in teaching near-by school students, problem solving for societal issues like Jal Joyti program.
- **Conducting Survey** - Students participate in conducting surveys.

Use of ICT- enabled tools

To complement these activities & methodologies, faculty members leverage various ICT enabled tools to enhance learning experience of students

Following are some of the tools used extensively during the COVID-19 online classes.

- **Video Conferencing tools** like Zoom and Google Meet
- **Polling Tools** - Mentimeter, Kahoot
- **Learning Management System** - Moodle hosted on AWS cloud (http://elearn.dbit.in)
- **Writing Pad** like XP-Pen for conducting lectures
- **Virtual Labs** like TinkerCad, IIT virtual Labs.
- **Assessment Tool** like Online quizzes, Moodle quizzes.

These tools are seamlessly integrated into the teaching process, creating a technologically enriched learning environment that enhances engagement and understanding. Some of these tools are currently used to extend the classroom training to virtual classrooms especially for the honors / minor courses.

File Description	Document
Upload 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: 100

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
63	63	73	76	82

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[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: 20.45

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
15	15	14	14	15

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:

Internal Assessment includes two class test of 20 marks each. In addition to this Internal Assessment includes Term-work Assessment of Laboratory courses, Skill based courses, Mini & Major projects.

Internal Assessment & Grievance Redressal of IA Examination

The Internal Assessment (IA) examinations are conducted as per the guidelines of University of Mumbai. The procedures for conducting the Internal Examination and assessment are as follows:

- Two IAs are conducted in semester as per the academic calendar. IA-1 is conducted after completion of 40% syllabus and IA -2 is conducted after completion of above 70% syllabus.
- IA Coordinator prepares the IA Timetable in coordination with faculty members. Faculty members upload syllabus, question bank and previous year question papers on the Moodle before the examination.
- IA question paper is set as per the guidelines of University of Mumbai to assess Course Outcome (CO).
- HoDs ensure that internal assessments question papers cover the questions at different Blooms taxonomy levels and match with the course outcomes.

- To maintain uniformity and openness in the assessment of the internal tests, the test solution and question-by-question marking scheme is prepared by faculty and distributed to students following the exam.
- IA results are declared within 15 days after the examination.
- Faculty Members present students with their assessed IA answer books and resolve any complaints they may have. Students refer the solution and for any discrepancy in assessment they report to concerned faculty. Faculty attempts to resolve the concerns, if not able to do so the issues are escalated to HoD.

Term-work Assessment & Grievance Redressal Term-work

- The assessment tools used for term-work assessment are Percentage of attendance, Assignments grades, Laboratory performance and Laboratory report / Mini-Projects Seminars and Reports.
- Once the Term-work marks are prepared the marks are shown to the students. The students view their marks once the term-work has been completed.

Oral / Practical Assessment

- Exam Cell prepares the schedule of oral / practical examination as per University guidelines.
- Principal appoints Internal and external examiners.

External Assessment

External assessment includes assessment of end semester answer-books, conduct of oral and practical examination which is carried out by the examiners appointed by University of Mumbai.

Examination Process for University Examination

- The second and third year end semester answer books are evaluated by internal examiners and moderated by external examiners. The university handles the external assessment for first and final year students.
- Principal appoints of internal and external examiners for the assessment and moderation of end semester answer books.

Grievance Redressal End Semester Examination (ESE)

- After the declaration of results if students have any grievance in ESE, then the student can apply for photocopy of the answer book. Examination cell issues the requested photocopy after the application.
- If students are not satisfied with the assessment then he/she can apply for re-evaluation as per the guidelines of University of Mumbai.

File Description	Document
Upload 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:

The institution aims to provide a comprehensive and effective educational experience for its students, fostering their holistic development and readiness for the challenges beyond academia and an impactful educational experience through outcome-based education.

Course Outcomes

Don Bosco Institute of Technology is affiliated to University of Mumbai places significant emphasis on Course Outcomes (COs). These outcomes, outlined in the university's syllabus, serve as benchmarks for the knowledge and skills students are expected to acquire by students after completion of a course. While partially prescribed by the university, DBIT faculty have the flexibility to modify them to enhance the efficiency and effectiveness of course content delivery as per the Bloom's Taxonomy. Collaborating with course coordinators, who bring substantial expertise and teaching experience, faculty members finalize COs at the onset of each semester.

The course outcomes are intricately woven into a meticulously designed Teaching, Lesson, and Practical Plan (TLP), ensuring that course outcomes are measurable, precise, and mapped across all cognitive levels of Bloom's taxonomy. This plan is made transparent and accessible to students through the Learning Management Website (DBIT E-Learn/Moodle). At the beginning of each semester, an introductory lecture serves as a platform to communicate these COs to students, fostering clarity and alignment of expectations.

Program Outcomes and Program Specific Outcomes

DBIT follows the Programme Outcomes (PO) as specified by the National Board of Accreditation (NBA) and each programme frames their Programme Specific Outcomes (PSO).

Beyond COs, the educational framework extends to embrace Program Outcomes (POs) and Program Specific Outcomes (PSOs), emphasizing the overall enhancement of teaching and learning quality.

The dissemination of these outcomes takes place through various channels. Department notice boards prominently feature POs and PSOs, providing visibility to both students and faculty. Laboratories and classrooms serve as additional spaces to display these outcomes, creating a pervasive awareness. The institute's website further reinforces this information on department pages.

Educational initiatives, such as workshops, seminars, and webinars, are conducted to enlighten faculty members about outcome-based education and its practical implementation. This not only fosters understanding but also creates a collaborative environment conducive to continuous improvement. The faculty course file, an invaluable resource, contains detailed information about POs, PSOs, and COs, providing faculty members with a comprehensive guide. Course files, maintained by course in-charges,

delve into internal evaluation specifics, including the weightage assigned to each CO and the assessment methods employed. These files also establish mappings between each CO and broader POs and PSOs, ensuring a cohesive educational approach.

Stakeholder engagement is a recurring theme in the communication of educational outcomes. During Parents-Teachers Meet, held each semester, the Head of the Department's presentation incorporates POs and PSOs to educate parents about the educational journey and its outcomes. Department Advisory Board meetings bring together alumni, parents, and students to discuss and evaluate the attainment levels of POs and PSOs, identifying gaps and implementing necessary actions.

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 evaluation of COs, POs and PSOs is an integral part of Outcome Based Education (OBE) and also plays very important role to understand the effectiveness of various teaching learning processes and its impact on learning outcomes of the learners. Attainment evalution also provides guidelines to identify the gaps and weaknesses of existing processes and scope for the further improvement. DBIT has well defined process for attainment evaluation of COs, POs as well PSO. The process is as follows.

- **Course outcomes:** Each faculty members prepares COs for their respective course in line with University of Mumbai course curriculum. Bloom's taxonomy is applied to ensures to include learning levels.
- **CO-PO-PSO- Correlation Matrix:** For each course CO-PO-PSO correlation matrix is prepared. This matrix includes mapping of COs with POs as specified by NBA and PSOs. Course curriculum provided by University of Mumbai is used to prepare this matrix. This matrix is having three levels of correlation . Level 1 which is used to indicate low correlation between CO and PO while Level 3 represents high correlation.
- **Assessement Tools and Weightages:** Internal Examinations (IA), Assignments and End Semester examination (ESE) results are used as assessment tools to evaluate the CO attainment for each course. Weightage of IA examination and assignemnet is 50% while weightage for ESE is 50%.
- **IA Question Paper and Assignment:** Faculty members sets IA question paper to address COs. In addition to IA, special assignments are perpeared to address COs which are not addressed in IA question paper.
- **Attainment Levels**: Attainment levels are set as Level 1, Level 2 and Level 3. Level 1 is lowest attainment while Level 3 is highest attainment.
- **Defination of attainment Levels:**

- Attainment levels are set as Level 1, Level 2 and Level 3. Level 1 is lowest attainment while Level 3 is highest attainment.
- Faculty can set their attainment level in consultaion with HoDs, however recommended Attainment Levels are as follows:
    - Level 1 CO attainment is defined as more than 50% students are scoring more than 40% marks.
    - Level 2 CO attainment is defined as more than 60% students are scoring more than 40% marks.
    - Level 3 CO attainment is defined as more than 70% students are scoring more than 40% marks.
- CO-PO-PSO correlation matrix is used to evaluate PO and PSO attainment level from corresponding CO attainment.

The above-mentioned process is used to evaluate the attainment levels of CO, PO and PSO

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

2.6.3

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

Response: 97.84

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
7	356	392	374	365

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
16	361	394	374	382

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: 3.56

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: 7.69

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
4.15	0	0	1.54	2

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

DBIT believes in promoting innovation among its stakeholders, including teachers, staff, and students. An enabling ecosystem is built in an effort to build a holistic approach to addressing the need for developing ideas that can contribute to the benefit of society.
Ecosystem for Innovations

DBIT has been always encouraging research culture through following:

- Faculty are sponsored for doctoral studies
- Faculty those who wish to pursue higher studies are given study leave / sabbatical leave / duty leave / time off.
- Faculty and students are encouraged to pursue internship.
- Staff are sponsored for attending Faculty Development Programs / Workshops / Seminars /

Conferences .
- Faculty are encouraged to pursue research where financial assistance may be provided.
- Staff and students are encouraged to develop Minimum Viable Product (MVP). Some of the MVPs developed in the institute are:
    - Management Information System (MIS)
    - EDSense - Adaptive Learning Tool
    - DBEX - IoT Training Kit
    - Literature Survey tool - To support student on identifying the key literature review areas.
    - CO-PO Attainment Tool - Course Outcome - Program Outcome Tool - Tool to calculate attainment of Course Outcome and Program Outcome.

- DBIT has established the Centre for Innovation, Incubation, and Entrepreneurship Cell at DBIT, through the Navyuvak MoU, which aims to contribute to the comprehensive development of the startup ecosystem. Activities within the center are categorized into three key areas:

    - Entrepreneurship Development

    - Product Development

    - Startup Facilitation.

- In alignment with MHRD Guidelines, the Institute Innovation Council (I2C) has also been instituted at DBIT to enhance and support entrepreneurship-related initiatives.

Key Focus Areas of IIC:

- Cultivate a vibrant local innovation ecosystem.
- Establish mechanisms supporting startups in HEIs.
- Prepare institutions for the Atal Ranking of Institutions on Innovation Achievements Framework.
- Create a functional ecosystem for scouting ideas and pre-incubation of concepts.
- Enhance cognitive abilities for technology students.
- Innovation & Creativity Cell: The DBIT's innovation and creativity cell actively strives to enhance the knowledge, skills, personality, and productivity of students. The primary goal is to nurture the innovative and creative minds of students through activities that prepare them for various competitions such as Avishkar, Smart India Hackathon, Ideation, and in-house events like InnoQuest and Innovex Project exhibition.

Awareness of IPR:

- The primary goal of IPR Cell is to raise awareness about intellectual property rights, hold workshops, seminars, and training courses on IPR, disseminate knowledge about patents and registration issues.
- To motivate and train faculty to submit research proposals for funding from various government and non-government organizations.
- IPR Cell also conduct seminar on "How to prepare Funded Research Proposals", and motivate faculty to submit proposals for funding from various Government and Non-government agencies.

Establishment IPR Cell:

The IPR Cell has been established in the year July 2017 and the office bearer have been changed in September 2023.

Entrepreneurship Cell:

The entrepreneurship cell organizes events to provides necessary guidance on innovations and startup formation. The ECell organizes workshops / seminars for motivating students and faculty to establish their own startups.

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: 193

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
81	34	51	23	04

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: 0.21

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
02	03	03	05	09

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

3.3.2

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

Response: 0.93

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
31	21	25	14	07

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:

The institute's vision focuses on holistic development and generating socially conscious citizens who can contribute to sustainable technology. The National Service Scheme (NSS) unit of DBIT conducts wide range of extension activities to sensitizing the students to social issues for their holistic development. These extension activities are broadly classified as follows:

- Sankalp - Research and technology for social cause
- Uddan - Upliftment of the underprevildge
- Sahaya - Helping hands for needy and poor.

Sankalp

Under the Sankalp initiative DBIT has undertaken following projects:

- Edairy App for University of Mumbai, NSS Cell.
- GIS Mapping of Walwanda village for mapping of Trees, Public resources - like Primary Health Center, Anganwadi, Zilla Parishad Schools, Ration Shop, etc on OpenStreet Map and made availabe to public.
- Maintainting and Designing Website for NGOs like Chuim community center, University of Mumbai - NSS.

Uddan:

Under the Uddan initiative DBIT has undertaken following projects:

- DBIT students conduct regular classes for students of neighboring school like "Mumbai Utkal

English Medium School", "Naupada Muncipal School" and "Lok Seva Mandal, Govandi", in the subjects of English, Maths, Science, Computers Programming and Personality development for students of 8th, 9th ,10th standards and Junior College Students.

- School children are also taught how to play volleyball, basketball and football by DBIT student volunteers in the DBIT campus. The school students are given an orientation on the technical and non-technical skill training in the campus.
- Training for Woman Self Group members on Skill and Entrepreneurship under the Gender Budget scheme of Brihan Mumbai Corporation (BMC).
- DBIT students provide training on Vocabulary, Speech and Resume writing to Technical School students
-

Sahaya

Under the Sahaya initiative DBIT has undertaken following projects:

- Every year, Diwali and Christmas Melas are organized for HIV-positive children and their families. More than 500 people, including children, attended these events. DBIT student volunteers provide games and refreshments for them.
- Career guidance program for Special children (HIV - infected).
- DBIT students help in marketing and sale of Hand-made Rakhis prepared by Tribal Artist from Seva Vivek Organization.
- On the occasion of "World Environment Day" , 140 volunteers from the NSS unit of DBIT participated in the beach cleanup drive organized by Adidas under the campaign 'Run for the Oceans' in a association with Shri. Afroz Shah and parley.
- A blood donation camp is organized by NSS unit of DBIT every year in collaboration with International Lions Club organization. The hospitals invited were KEM Hospital and Samarpan Blood Bank.

Other Activities:

Every year around 70-100 students of DBIT attend a 7-day camp in the tribal village of Walvanda in Jawhar taluka of Palghar district where the students interact with the locals and understand their culture. They visit the local schools and teach the students and hold competitions for them. This helps the students to develop sensitivity toward the needy and underprivileged.

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:

Over the past five years, the institution's steadfast commitment to positive change has garnered numerous awards and recognitions, underscoring its impact on both local and national levels.

Letter of Appreciation from KEM Hospital

DBIT has been able to garner significant participation from students, faculty, and staff, for its blood donation initative. The collected blood contributes to the treatment of Thalassemia Minor children. This camp was facilitated by Samarpan Blood Bank and KEM Municipal Hospital. DBIT received a letter of appreciation from the KEM hospital for these efforts which signify its influential role in promoting voluntary blood donation and community health.

Letter of Appreciation from National Integration Camp

DBIT has actively participated in a National Integration Camp (NIC) and Adventure camp, fostering cultural diversity and national unity among its students. The appreciation received for these endeavors underscore the institution's dedication to instilling values of unity and inclusivity, positioning it as a role model for educational institutions nationwide.

In a forward-thinking move, the institute developed an E-diary app for the NSS, showcasing its technological innovation. Departing from traditional offline diaries, this app streamlines communication and processes, earning accolades not only within the institution but also from national-level organizations. The launch of the E-diary app in the presence of the Vice Chancellor of Mumbai University highlights its significance and the institute's technological prowess.

Our institution's commitment to humanitarian causes is complemented by a fervor for technological innovation, showcased through active participation in the Smart India Hackathon (SIH). This prestigious competition serves as a crucible for nurturing creativity and problem-solving skills among our students. Consistent success, including winning cash prizes of 1 Lakh in multiple editions, reflects our institution's technological prowess and ability to address communities real-world challenges innovatively. The SIH journey instills confidence and resilience in our students, reinforcing our position as a hub of innovation and technological excellence. Our continued participation underscores dedication to shaping socially responsible and technologically adept leaders, exemplifying our commitment to the future.

Global Warming Projects: Don Bosco Institute of Technology has been collabrating with Afroz Foundation Projects on global warming from last five years. Projects includes Cleanup rivers, beaches, mangroves and ocean removing lagacy water, To setup waste ,managment system etc.

In conclusion, Don Bosco Institute of Technology, Kurla, has become a beacon of excellence in extension activities. The awards and recognition for the blood donation camp, participation in National Integration Camps, and the E-diary app development, SIH underscore the institution's unwavering commitment to community service, social responsibility, and technological innovation. These accolades not only celebrate past achievements but also inspire the institute to persist in creating a positive impact on society, embodying its motto of "Knowledge and Virtue."

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: 175

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
68	36	20	27	24

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: 31

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

DBIT has necessary infrastructure and facilities for ICT enabled facilities for teaching - learning including classrooms and laboratories. Similarly DBIT provides facilities for cultural & sports activities.

Infrastructure for Teaching Learning in order to provide learning conducive environment for enabling holistic development of a student, following infrastructural facilities are available:

Well-equipped classroom with internet, Wi-Fi, smart board and audio visual systems.

Laboratories with necessary equipment and measuring devices for conducting laboratory work as per the University of Mumbai syllabus.

Computer canter is established with high end computing facility with state of art infrastructure with cutting-edge technology.

To enhance communication skills of the students dedicated lab is equipped with Orell Talk software. Orell Talk software support self-learning and assessment.

The library is having collection of books, Journals, Periodicals, magazines, Reference books which can be searched from within the campus and remotely using Open Source Koha Library Management System through web Access OPAC, http://opac.dbit.in.

Learning Management system (Moodle) is hosted on AWS Cloud with 24 x 7 access to the students for learning, assessment and dissemination of digital content.

The institutional website www.dbit.in is hosted on AWS Cloud, which acts as primary source of information for students. All the students are issued email ID from Google Cloud and also have access to the Google Workspace.

Facilities for Cultural and sports activities

The foundation of Don Bosco's educational philosophy is a student's holistic development. Priority is given to students' involvement in Sports and Cultural activities. To facilitate the overall development of

students following facilities are provided:

Multimedia enabled air-conditioned auditorium named Fr. Santino Mondini Hall, with a seating capacity of more than 500 is available for conducting cultural activities.

Well-equipped air-conditioned Seminar hall with seating capacity of 150 is also available for cultural programs.

DBIT is having a lush green field for sports including football, volleyball, athletics, and throw ball at the campus.

There is a dedicated basketball court to play basketball and top court to play box-cricket, etc.

The lush green field is also used for outdoor event.

Indoor game facilities like Table Tennis, carom boards, and Chess boards are available in girls' and boys' common rooms.

Seminar hall and Mondini hall are also used for yoga classes.

Well-equipped gymnasium is available.

ICT enabled air-conditioned Bosco Hall is available for conducting activities like debates and Elocution competitions.

ICT Enabled Facilities

ICT enabled facility includes:

Multimedia Projector

Audio system / Public Address System

Wi-Fi enabled facility with internet access.

High end blade server.

CCTV surveillance across the campus

Outdoor displays

Laptops with good configuration

Management Information System (MIS), NEST is developed in-house for effective E-governance.

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: 10.2

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
87.81	41.43	7.31	15.06	98.22

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:

DBIT Library is named as Learning Resource Center (LRC). The LRC serves students and teaching and non-teaching staff. The library is having varied collection comprising of books, technical reports, journals, transactions, ISO , BIS, IEEE standards, magazines, news papers, CDs/DVDs, etc. The library

is also having repository of University syllabus, previous year question papers, Student's Project Reports. Library also hosts the digital library which is well equipped with access to internet which can be used to access SWAYAM portal, AICTE Training and learning (ATAL) Academy, e-books and e-journals, etc .

The library is divided into different sections

- Reference
- Circulation
- Periodical
- Multimedia
- Issue-Return & Reading sections.

The reading room is well furnished to accommodate students at a time and provides a conducive environment for study. Reading room is equipped with excellent infrastructure and Wi-Fi connectivity, etc.

Automation:

The library is automated using Open Source Koha Library Management System, which facilitates the students and faculty to check availibility of required books. Both students and staff can also access the library services from outside the campus, through web Access OPAC, http://opac.dbit.in. Book transactions are supported with bar-coded books through Koha.

DBIT Library is equipped with DSpace software for preserving e-resources namely; faculty publications, standards, e-books, pre-print etc.

Subscription to e-resources:

Digital Library is well equipped with the machines having multimedia facilities. A 24x7 access to subscribed e-resources of Sciscience , Peasrson E-books, plagiarism tool - Turnitin a is available. Also, it has Digital Library Memberships with the National Digital Library of India-NDLI.

Utilization of Library resources:

Library resources (print and e-resources) were used effectively by the students and faculty. The average per day usage of learning resources is 35 and per day. We provide book lending service, book bank for students. Around 6,000 books are circulated in an academic year.

During the examination days the library hours are extended beyond normal working hours to facilitate students to utilize resource for examination studies.

Library Staff:

DBIT Library has required number of qualified staff. Institute has formed a library committee to support the library system which is headed by Dean R&D. The library committee also includes students' participation reviews the progress of the library.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

In the current era of ICT, internet communication is critical in teaching and learning. The institute built a robust IT infrastructure to meet stakeholder, curricular, AICTE, and university criteria. The institute seeks to give students with state-of-the-art IT facilities to help them achieve higher computing needs.

They reach great heights and flourish in their respective fields. The institute maintains an up-to-date IT infrastructure to offer students cutting-edge facilities.

Institute provides the following Internet/Intranet facilities on the campus

- Gateway/Firewall server for internet link-Fiber link (150Mbp (comitted information rate for Tata TeleServices) + 115 Mbps (comitted information rate for BlazeNet)).
- DHCP server for Wi-Fi facility and for Local Area Network service.
- IPCOP (Free and open source) firewall is used for Bandwidth management.
- Antivirus server (EScan Total Security for business)
- Network Attached Storage of 14TB accessible in Intranet.
- Provision of VOICE/VIDEO service as on demand.
- All-time Campus Wi-Fi monitoring.
- Providing Internet registration with MAC & IP based authentication on IPCOP firewall and WLAN Controller.
- EPBAX system for internal communication across the campus.
- 24 x 7 CCTV survelliance more than 350 cameras.
- Learning Management System - Moodle is hosted on campus with URL http://moodle.dbit.in and on cloud https://elearn.dbit.in
- The server room is supported with power backup through 10KVA - UPS
- Fire supression system is available.
- Mail Server with Scrollout firewall for Spam Managemnet - Zimbra Server

- Servers have 12 to 32 GB RAM with Xeon and IBM processor
- LDAP is used as centralized database with TLS encrypted userID and password used for authentication system for network services.
- Koha and DSPACE (version 21.11.11.000) is hosted for Library Management System with around 1000 open access e-books.
- Public Web and Mail services running in De-Militarized Zone (DMZ)
- Private DHCP Server for automatic client side networking parameter setup
- Private Domain Name server (DNS) for local domain lan.dbit.in.
- Public Domain Name Servers (DNS) for dbit.in, dbma.in and boscotech.in etc.
- Google Workspace For Education for mail ID's with dbit.in mail domain to all the staff and students with google drive for private data storage , Video and Audio Conferencing (Meet) , Google Docs , Google Sheets, Google Slides , Google Forms , Classroom, Assignments, Chat etc.
- Private NTP service for time synchronization.
- Squid services for Internet access to the clients.
- Apt-cacher service for linux software installations.
- Pound services for reverse proxy load balancing.
- NAS boxes for centralize backup storage.
- Radius service for user authentication on various services.
- Matlab: Engineering & Scientific Software.
- Other Services
- Nest: Exam Results Management Software.
- Colmation: Payroll ,Leaves , staff and students information management software.
- Biometric Attendance System.
- Teachers Feedback System.

Open Soure & Properitary Software Available

Following software are used for academic purpose by various departments:

- Proteus
- Genesys
- Matlab
- Ansys Academic
- Microsoft Azure licences for Windows Operating System
- NGSpice
- Xillinxs
- SciLab
- LogiSim
- Autocad
- Solidworks
- Turnitin
- Escan Total Security Suite for Business

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: 1.38

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

Response: 678

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: 25.06

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
70.08	60.11	49.82	173.40	260.25

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	27-05-2025 08:46:41

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: 40.48

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
529	451	346	453	412

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](#)
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: C. 2 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](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 39.04

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
489	518	44	565	497

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 62.25

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
5	280	222	200	223

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
7	356	392	374	365

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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2.2

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

Response: 18.09

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
1	42	25	20	14

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 1

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

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

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: 8.4

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
20	8	1	6	7

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:

Alumni Association of DBIT is affiliated to The Indian National Federation of the Past Pupils of Don Bosco which was founded in 1968 in Mumbai.

Objectives:

- The Primary objectives of our association is to create, maintain and enhance professional and social relations between in-house students and alumni.
- To contribute to the advancement of knowledge and learning experiences relevant to career growth and development of the students .

DBIT communicates with alumni through numerous initiatives, which contribute considerably to the institute's growth as stated below.

Alumini Connect

- **Synchrony**, an Alumni meet is held annually to reconnect with their batch mates and seniors/juniors, faculty and staff of DBIT and update themselves with the happenings on the campus.
- The regular updates on the success stories of the alumni are posted on the DBIT alumni website (https://alumni.dbit.in/) which keep motivating students to strive for success and achieve career milestones.
- The alumni can also stay connected with their alma mater through mobile app, also they can be connected with students of DBIT and guide them.
- Alumini can connect with faculty and students through social media - LinkedIn, Facebook, Instagram.

Academic Advisory Council (AAC):

AAC is constituted department-wise to plan, organize, execute and review the various curricular, co-curricular, extra-curricular activities.

Alumni contributes to the development of the institution by participating in AAC and provide their inputs for overall growth of the department. Their suggestions help the institute to bridge the gap between academia and industry.

Guest Lectures and Webinar

The alumni share their professional experience through guest lectures and webinars which enlightens the in-house students about the different career prospects and helps them to decide their career path. They are also invited to deliver guest talks on domain topics to the students.

A series of webinars were delivered by alumni on various topics like during COVID-19 pandemic, the details of the webinar are available on the website (https://alumni.dbit.in/events/category/webinars.dz)

All womens webinar - "Women in leadership achieving an equal future" was conducted for girl students of all department. **Internship & Projects:**

The alumni network helps the institute to develop a strong industry connection which helps students get an opportunity to do internships and projects with industry on real-world problems.

Project Exhibitions (INNOVEX)

The alumni are appointed as judges for the project presentation where they interact with current students and judge their project work based on their own experience and expertise.

Financial Support

The alumni not only help the on-campus students as a guide or mentor but also extend financial help to the students by providing scholarships and providing underprivileged students with books and laptop. They also sponsor the students for membership of professional body, tuition fees, Competitive exam. Alumini provide financial support for NSS driven outreach activities.

Mentorship

Alumini provide guidance to the DBIT students in their journey of education through various ways like guidance on selection of project idea, choice of technology for project, preparing for jobs, etc.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision of the Institute

DBIT will be known to have an innovative, enjoyable and holistic learning environment that transforms individuals into socially conscious citizens the Don Bosco way, and will lead in research and entrepreneurship in the area of sustainable technologies.

Mission of the Institute:

- To create future engineers who work with honesty and integrity and excel in the use of technology for the benefit of the underprivileged.

- To train engineers to be innovative problem solvers and entrepreneurs who engage in research and life-long learning.

- To provide a diverse and stimulating environment for staff and students to grow holistically.

Governance & Leadership:

- The Governance of the Institute is managed by the Governing Council, CDC, IQAC, IIC and statutory committees.

- The governing council comprises Director, Asst. Director, Administrator, Principal, IQAC Coordinator, Advisor, External representative from Educational Institute and Industrialist.

- CDC & IQAC comprises Management Representative, Teaching and Non-Teaching elected representatives , HoDs, Student representative, Industry representative, Alumni representative and chaired by Principal.

- Leadership team of the Institute comprises Director, Assistant Director, Administrator, Principal, IQAC Coordinator, Deans and HoDs.

- Also the institute has constituted an Internal Complaints Committee(IIC), Anti-Ragging committee, as per the statutory requirements.

Institutional Practices

- The Governing Council meets once in semester to decide on policy decisions and resource mobilization.

- Weekly meetings of Principal, Deans and HoDs are conducted to discuss and resolve any issues, plan for the week. These meetings are minuted by the Principal and circulated among the Deans and HoDs.

- Six Saturdays are marked in the academic calender to conduct Faculty Development Programs; where seminars on various topics like Financial Planning, Don Bosco way, etc are delivered.

Institute Growth

- Improvement in Academic Results has been emphasized by the institute as part of quality improvement.

Year	IT	Comp	EXTC	Mech
2019 - 2020	80	72	73	149
2020 - 2021	78	74	85	155
2021 - 2022	80	76	70	130

- Improvement in Placement & Higher Education.

Year	No. of Students Placed	No. of students pursuing higher education
2019 - 2020	179	15
2020 - 2021	190	12
2021 - 2022	245	48

- Improvement in R&D

Year	No. of Conference publication	No. of Journal publication
2019 - 2020	47	8
2020 - 2021	28	12
2021 - 2022	21	10

Decentralization & Participative Decision making:

- Hierarchical Leadership structure ensures decentralization and participative decision making. Principal empowers Dean-Academics, Dean R&D, Dean Students Affairs, Dean Innovation to make decisions about the functioning of various committees which report to them.

- HoD takes day - to - day decisions for the department.

- Faculty and students collaborate in organizing the college festival and events like Hysteria and Colosseum and participate in decision making related to planning, organizing and conduct of the event. This culture also extends to the student chapters like CSI, ACM, IEEE, etc.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

DBIT has a well-defined organizational structure and administrative set up to ensure the efficient functioning of various institutional bodies in accordance with specified policies, procedures, and service regulations.

The organizational structure of DBIT is represented in the organizational chart consists of the Governing Council (GC), Principal,College Development Committee, IQAC, Deans, HoDs, and various administrative and academic functional committees. A committee of administrative and faculty members oversees academic planning, execution, auditing, and evaluation of academic and related process. DBIT has well-defined service rules, appointment policies and procedures in accordance with the AICTE and University of Mumbai requirements.

Governing Council

- Governing council is consist of representative from the management Director, Asst. Director, Administrator and Advisor. It also includes Principal, IQAC Coordinator and eminent personality from industry and academia.
- Governing council meets twice a year to plan for Annual Budget, various policies like Research policy, Service Rules, Scholarship Policy, Internship Policy. Strategic Plan, Short term and Long term goals.
- Ammend and approve policies from time to time.

College Development Committee (CDC)

CDC is composed of represntative from management, Principal, elected as well as nominated representatives from teaching and non-teaching represntative, Local representative from society & industry, student representative as per the norms. The meeting is held four times in a year. CDC discuss academic planning, planning of events, resource requirment and its optimal utilization, IQAC reports, additional teaching and non-teaching staff, recommandations for staff and student welfare .

Internal Quality Assurance Cell

IQAC consist of Principal, Teacher representatives, member of management, Senior administrative officer, representatives from local society, Students and Alumni, representatives from Employers / Industrialists / Stakeholders, IQAC coordinator. The IQAC meetings are conducted as per the norms, to plan quality benchmarks for various process like monitor & improve the teaching learning processes, co-curricular and extra curricular inolvement of the students .

Deployment of Strategic Development Plan:

The Strategic Development Plan (SDP) of the institute is formulated in line with the vision and mission of the institute. The SDP is driven by the Principal through Deans, HoDs and various committee.

Strategic Goals

1. Encouraging faculty for upgrading qualification
2. Motivate faculty to apply for major reasearch projects
3. Promoting faculty to develop products
4. Obtain the Autonomous Status
5. To be in top 200 NIRF Ranked institutions.
6. NBA Accreditation for all the departments .
7. Increase in intake capacity.
8. Improve students performace in examinations.
9. Place all students above 5 LPA Package & provide skilled engineers to meet the global need

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

Staff appraisal:

DBIT uses a well-defined appraisal method to assess teaching and non-teaching performance against set parameters. The appraisal process not only evaluates the staff performance against stated parameters but also provides guidelines for upgrading oneself.

Faculty performance is evaluated broadly against the following criteria:

- Teaching - Learning
- Research and Consultancy
- Contribution to administrative work
- Self - Improvement

Non-teaching staff performance is evaluated against the following criteria:

- Technical Skill in problem resolution
- Communication Skills
- Documentation
- Overall Attitude
- Self-Improvement

Faculty appraisal - process:

The appraisal process comprises the following elements:

- Faculty self-appraisal and Management review is conducted once a year by Management.

- Peer review of classroom teaching and laboratory demonstrations / performance is carried out every semester by the senior faculty once every semester.

- A review of Course material and its organization is carried out by peers once every semester.

- A review of learning material uploaded on MOODLE is carried out by the MOODLE review team once every semester.

- Student feedback on the teacher is conducted twice every semester.

Non-teaching staff:

- The performance appraisal of non-teaching staff is carried out by their respective HODs.

- Different self-appraisal formats are used to capture data and information regarding the staff's attitude towards work, efficiency, and commitment.

- The HOD reviews the performance and shares the outcomes with the individual. These inputs are used to counsel and motivate the staff to improve performance.

Staff Welfare Measures:

The institute exhibits its concern for employees' well-being by fostering a welcoming and caring environment on campus.

The following are some of the staff welfare initiatives undertaken:

- Teaching staff are motivated / encouraged to advance their qualifications through Doctoral studies, as well as for skill enhancement such as certification and training.
- Rotation of important leadership positions among staff, such as HOD and Dean, to provide an opportunity to improve leadership abilities.
- All employees are getting a medical checkup.
- A staff picnic is planned every two years.
- There is an insurance policy for all employees.
- The Campus Minister is accessible on campus to handle any disagreements or personal difficulties of employees.
- Every two years, Class 4 staff receive new uniforms.

- Snacks and tea are provided to Class-4 employees each day

- Ward of staff given preference under management quota for admission to the program

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: 28.85

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
20	4	6	28	45

File Description	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](#)

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: 35.56

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
39	38	44	42	45

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
46	46	45	47	44

File Description	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:

Strategy for Mobilization of resource

The institute is a self-financed private institute thus the main source of income is the fees collected from the students. However the faculty are encouraged for generating revenue through funding agencies and industry consultancy.

Following are the strategies for resource mobilization:

- Motivating faculty to apply for research grants to the government and non-government agencies for funding research activities and purchase of high-end equipment for laboratories.
- Conduct Value added courses for students other than those mandated by the curriculum
- Carrying out consultancy work for industry
- Use of laboratory equipment for testing
- Applying to various bodies for grants for conducting Short Term Training Programmes on new

technologies
- Funds from University for NSS Activities
- Sponsorship from corporates of student activities like competitions, technical festivals, cultural and sports festivals., and participation in national competitions like SAE –BAJA, GKDC, etc.
- Approaching alumni, parents, and well wishers for donations and sponsorship of the following activities: Fees, books, laptops for economically backward students, sponsorship of activities for community development, funding of conferences and workshops,purchase of laboratory equipment

Fund Utilization

Budget is prepared for each financial year for various heads.   Available funds are used for management of operational expenses as follows:

- Salaries and PF / Gratuity
- Repairs and Maintenance
- Infrastructure Maintenance
- Faculty welfare and Student support
- Functions and Celebration
- Regulatory bodies fees

Resource Utilization:

The resources are optimally utilized in the following ways:

- Laboratories are used to conduct "Creast" program for school students funded by L&T.
- Laboratories and equipments are used for conducting training programmes for students on various technologies, on weekends , holidays and after college hours
- Providing the institute premises to various organisations on rent for conducting workshops,social gatherings and sports activities

Financial Audits

The Institute has the mechanism of both internal and external audits for the financial activities carried out. Accounts department is headed by Finance Officer who maintains financial accounts and prepares all financial statements. These statements area submitted to statutory bodies like AICTE, Shikshan Shulka Samiti (SSS), etc when required. The institute is a self-financed private institute thus the main source of income is the fees collected from the students. Shikshan Shulka Samiti decides the fee on the basis of the expenditure incurred by the institute. The institute submits audited statements of accounts as evidence annually or when required. The final statement of accounts is audited by an external chartered accountant every year.

This report of the finance is placed in front of the Governing Council for approved and to action any points / comments made by the external auditor.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

IQAC of DBIT is established on July 17, 2017 as per the guidelines of NAAC. Its consist of Principal, Teacher representatives, member of management, Senior administrative officer, representatives from local society, Students and Alumni, representatives from Employers / Industrialists / Stakeholders, IQAC coordinator.

IQAC has taken initiatives in order to institutionalize the quality assurance strategies and processes as follows:

1. Process of Academic Audit is introduced to improve planning, execution and evaluation of academic processes.
2. Process of Examination Audit has been initiated with the objective to improve the evaluation process.
3. Training has been provided to selected faculty for preparing them for conducting internal audit as per the requirements of the ISO 9001:2015.
4. Moodel Review is introduced as part of quality improvement of the Teaching Learning Content uploaded on the LMS Moodle.
5. Improvement of students problem solving ability through problem based learning (PBL).
6. Improving the quality of Technical Papers written by students and introduction of the Literature Survey Tool.
7. Mapping of objectives of institute level committees on NAAC criteria.
8. Course on Research and Review
9. Restructuring of the various committees for effective functioning of the committee and reporting.
10. Conduct various faculty development programme.
11. Introduction of Value Added Courses.

Teaching Learning Process :

Internal Quality Assurance Cell (IQAC) reviews teaching learning process and learning outcomes periodically and recordeds the improvement through Academics Monitoring Committee.

Sr. No	TL - Process	Purpose	Reviewer	Periodicity
1	Teaching -	To ensure syllabus	Academic	Once in begining of

	Learning Plan	coverage and mapping of CO - PO	Monitoring Committee	Semester
2	Moodle Review	To ensure availability of Learning material on LMS (Moodle)	Academic Monitoring Committee	Thrice in Semseter
3	Peer Review	To ensure quality of content delivery in classroom and laboratory	Senior Faculty	Once in Semester
4	Approval of IA - Question Papers	To check the correctness of the question paper as per the syllabus and course outcomes.	Head of Department	Twice in Semester
5	Student Feedback & Action take	To record students' perspectives on curriculum delivery and improve the same.	Class Teacher	Twice a semester
6	Course File Audit	To ensure the execution of the Teaching Learning process as per the plan.	Dean Academics	End of the semester

Above mentioned are key processes which are practiced regularly to record the outcome of the processes. The emphasis on regular internal and external reviews ensures that DBIT remains responsive to students' changing demands and the academic landscape. In this way IQAC plays an important role in preserving and improving educational standards.

File Description	Document
Upload Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**

4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[View Document](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)
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:

The Institute promotes an organizational culture which highly values equity and inclusiveness and believes strongly in social responsibility and transformation. DBIT strives to provide a vibrant and inclusive intellectual community, including a safe and supportive working and learning environment for people of all genders. The Institute has established Internal Complaint Committee (ICC), Women Development Cell (WDC) and National Service Scheme (NSS) Cell to identify, address and conduct various programs on such issues.

Student Facets related to Gender Equity & Sensitization

Institute promotes both girls and boys students to participate in student chapters and clubs like IEEE, IEEE-WIE, IETE, CSI,ACM etc. Girl students work shoulder to shoulder with boys. All students. Also all project teams including Smart India Hackathon are motivated to have one girl participant in their teams. Promoting equal opportunities for women to play a role in all vertical of student council activities, mainly during the academic, co-curricular and sport namely Hysteria, Colosseum, which are the annual co curricular, sports and technical events. Institute also appoints a lady class representative to immediately address issues of girls in the campus. Equal opportunities are provided to lady faculty to participate in all activities organized in the institute. Gender sensitivity programs are also organized for boys to emphasize equality. Developing women's personalities though various talks, workshops, competition, poster presentations and various other activities were conducted by WDC members.

Event related to Gender Equity & Sensitization

Gender sensitivity programs are also organized for boys to emphasize equality. Developing women's personalities through various talks, workshops, competition, poster presentations and various other activities were conducted by WDC, NSS, and by the student council. Gender sanitization talks aim to investigate, encourage, and modify people's attitudes regarding the numerous gender roles that are played at all relevant levels. They are taught about the laws that currently support equal rights in real-world communities and how to use this knowledge to anticipate future problems and develop a sense of self-awareness. A program relating to women's issues and hygiene was implemented, together with a talk competition, to raise awareness of the health issues that are currently affecting women.

Enabling facilities to promote participation of girl student

Such active participation of girl students in all types of events is result of a safe and promoting

environment in college.Institute has installed adequate number of CCTV cameras in the campus for safety and security. The institute also has common rooms for boys and girls separately. The college has security personnel, which also consists of both lady and gents security personnel to ensure safety, security and identity of all students and staff members in the campus. Housekeeping services also consist of a mix of male and female staff taking care of cleanliness and sanitation. Medical room facility is also available for all the students.

The Institute also has a Mentor-Mentee program under which every faculty is assigned a group of about twenty students for mentoring them on individual basis at regular intervals.A professional counsellor is also available for personal counselling including gender issues.

File Description	Document
Upload 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](#)

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

DBIT envisages to create socially conscious citizens by creating opportunities for our students to serve the underserved through various interventions of student clubs. The drama club of DBIT educates through street plays on various social issues and topics of national awareness. Team building activities in leadership camps boost the social skills of our students.

Inclusive Environment

Equal opportunities of literacy are provided to school children, thereby conducting events reaching out to the underserved communities. DBIT students have also reached out to the Karjat community school children by training them in international sport. It is evident by our sincere and consistent outreach programmes to create an inclusive environment by training and educating tribal communities at Walwanda, children with learning disabilities or slum dwellers in Kurla.

DBIT has earned a familiar name among the social groups and was rewarded funds by Larsen & Toubro Ltd under its CSR initiative more than once.This has enabled DBIT to provide opportunities to DBIT

students to participate in STEM initiatives as a result making STEM courses available to children available to age group of 12 to 14 years of age. It has enabled our staff and students to build bridges between communities through such STEM activities.

We enable our students to cross linguistic and cultural barriers and bring about inclusiveness through various events of regional relevance like Garba, Onam, Marathi day, Christmas, Diwali Mela for HIV kids,etc and thereby promote harmony and brotherhood amongst all. Pride and honour for our country's diverse heritage is treasured through events like Traditional day.

All employees within the institute celebrate Christmas together every year. A very significant event is of students and staff celebrating "International Women's day" with Class IV women employees.

Constitutional Obligations

We at DBIT sensitize our students and staff towards their rights and responsibilities towards our nation through various webinars and events that give them a dimension of being successful and responsible citizens. Students are conscious of their constitutional obligations of right to cultural, educational rights and are encouraged to cherish and follow the noble ideals which inspired our national struggle for freedom, to value and preserve the rich heritage of our composite culture, to render national service when called upon to do so and to protect our environment through NSS and student club initiatives .

Students are trained to build a mindset of nation building and serve our nation by taking up projects addressing social issues and serving the community through events like road safety initiatives, voting awareness, etc. DBIT respects and acknowledges our freedom fighters through events like Independence Day. 75 years of our Independence "Azadi ka Amrit Mahotsav" was celebrated with great dignity and gratification over a period of two days.

Ethics

Apart from this DBIT endeavours to imbibe in our student and staff professional ethics and conducts various sessions by experts, experienced professionals & counselors who are known in the field of ethics. Both staff and students also follow research ethics very strictly, it is enforced by every student project mentor.

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:

BEST PRACTICE-1

Title of the Practice

Equipping students with critical thinking and the ability to drive positive change in the society through community projects.

Objectives of the Practice

To Identify the needs and problems of the community and involve DBIT students in problem-solving.

The Context

DBIT is committed to educating students to become socially conscious citizens who support sustainable technologies, as evidenced by its vision statement. Recognizing the need for comprehensive development, DBIT sought to inculcate in students a dedication to community engagement and societal advancement in response to changing education regulations.

The Practice

- Students are exposed to environmental issues, where they explore ecological, social, and sustainable solutions. This foundational knowledge serves as a stepping stone for students to engage in community-based problem-solving initiatives throughout their academic careers.
- Students design innovative projects for tribal people of Jawhar Taluka focusing on primary school education, communication skills for young students, health, and hygiene.This approach enhances students' problem-solving skills and instills a sense of social responsibility by addressing real-world challenges.
- Students develop solution for marginalized sections of society using current technologies.
- The Institute goes beyond traditional academic boundaries by taking a proactive step in offering a specialized course in Development Engineering for final-year undergraduate students across all branches.

Evidence of Success

- Students have designed innovative projects for the underprivileged and NGOs.
- Students and faculty have conducted sessions for primary school education, Communication skills for young students, health, and hygiene under STEM activities.
- Active participation in state level competitions and exhibitions demonstrates the success of practice, fostering problem-solving skills and social responsibility.
- Approximately 20% of the final year projects are related to solving community problems by deploying the latest technology.

Problems Encountered and Resources Required

- Challenges for on-field community projects include organizing accommodations for faculties as well as students. Such projects require management of time and finances.

- Integration of a course like Development Engineering into diverse academic branches poses issues as the audience belongs to various backgrounds and has different sets of skills.
- Implementing mini-projects having societal impact requires sponsorships, and appropriate infrastructure.

BEST PRACTICE-2

Title of the Practice: Awareness of Innovation and Entrepreneurship amongst students and faculty members of DBIT.

Objectives of the Practice:

1. To create an entrepreneurial eco-system in the Institute.
2. To inculcate spirit of entrepreneurship amongst students and faculty
3. To provide necessary training and awareness to take up entrepreneurial activities.
4. To interact with successful entrepreneurs to motivate students and faculty
5. To mentor students and faculty to convert ideas into marketable products

The Context:

This is an initiative to encourage DBIT staff and students to pursue entrepreneurship as a career. Startup is a buzzword in India today and many hackathons are being conducted across the country. Entrepreneurship and startup are at the core of New Education Policy 2020. At DBIT, we've embraced the Ministry of Education's National Innovation Startup Policy (NISP) in its current form. We've been doing pre-incubation activities for a while now, with Make-A-Thon serving as our flagship activity.

The Practice:

1. Students work on mini projects that could lead to startup.
2. Students are formally taught innovation techniques through InnovationNext software and trained to identify problems and to devise innovative and creative solutions. This course is not included in the university's official curriculum.
3. Students are motivated and trained to participate in various University & National level competitions like Avishkar, Smart India Hackathon, etc.
4. Experts are engaged to deliver talks to students on innovation, startup and entrepreneurship.
5. Field visits are organized to nearby incubation centers.
6. We have successfully conducted our flagship programme in startup and entrepreneurship, Make-A-Thon.
7. Our institute is on a mission of training all our faculty members in Startup and Entrepreneurship and have started a faculty entrepreneurship training programme.
8. Regular participation in Atal Ranking of Institutions on Innovation Achievements (ARIIA) - now nirf - Innovation, since its inception.
9. The final year projects are exhibited during INNOVEX, the annual project competition, and the students are encouraged to convert their ideas into business proposals and start-ups.

Evidence of success:

1. Students winning competitions like Smart India Hackathon which demonstrates their ability to

ideate, think out of the box.Students have been consistently winning prizes in SIH.
2. Successfully conducted two editions of Make-A-Thon.
3. Presence of very active E-Cell with plethora of innovation, startup and entrepreneurship programmes round the academic year.
4. E-cell newsletter, "Teaching Marco".
5. Adoption of DBIT Innovation and Startup policy drafted on the basis of NISP
6. Constitution of NISP Implementation Team.
7. Constitution of Institution's Innovation Council (IIC) on the guidelines of MIC(Ministry of Educations' Innovation Cell)
8. DBIT is placed in "Brand Promising" in ARIIA ranking 2022
9. Two faculty members are certified Innovation Ambassador.

Problems encountered

1. Absence of budgetary provisions for Innovation and Entrepreneurship (I&E) activities.
2. Students consider hackathons as competitions only and participate with a goal of winning a prize or certificate and not to startup.
3. Students tend to lose interest in (I&E) once out of campus.
4. Difficulties in seeking Government Grants.
5. Absence of I&E infrastructure on campus
6. Providing Industry Mentors during SIH and taking care of the expenses of Industry experts during the SIH.
7. Customization required when the system of the college changes and new
8. additions are made to syllabus structure: MIS changes due to Mumbai university criteria

Resources required

1. Budgetary provisions for Innovation and Entrepreneurship
2. On campus Incubation Center
3. Availability of mentors to groom the students and take forward their start-up ideas.

File Description	Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

HOLISTIC DEVELOPMENT OF THE STUDENT

The Salesians of Don Bosco promote an education system that is STUDENT CENTRIC and which focuses on HOLISTIC development of the students. The term HOLISTIC encompasses physical, intellectual, emotional, social and spiritual development. To realize these aspects, every student in DBIT, undergoes a 3-TRACK PROGRAMME as he progresses from the first year to final year. This is an Institution level programme and is practiced by every Department. Different activities are conducted in this programme by all four departments viz., Computer Engineering, Information Technology , Mechanical Engineering, Electronics and Telecommunication Engineering. All clubs and student chapters strive to promote 3 track programs by conducting various events at Institute/ Department level. The objective of this programme is to provide each student with opportunities for self discovery, realization of one's potential, creating aspirations, developing an all-rounded personality, learning varied skills and being not only a good engineer but also a good human being.

DBIT has always been sensitive to difficulties faced by students and has strived to provide assistance to overcome them. This program works as one of the tools to aid students in adjusting in this new educational environment. Since its launch in 2020, over 100 activities have been carried out in three tracks.

TRACK 1- Academic Track

It is impossible to keep pace with the changing technology. Therefore, having the ability to adapt and evolve is important. As educators, through this programme we leverage different methods in education to improve student outcomes from a purely academic standpoint to develop technical skills that students need in future. This will also help to prepare students for a dynamic workplace by providing them opportunities to develop skills such as creativity, adaptability, and resilience. We also introduce the cutting edge technologies that help students to boost their confidence. Hence this track is mainly driven by the teaching faculty and is curriculum centric.

Some of the activities that are conducted in Academic Track are Industrial visits, Guest Lectures, Workshops, Academic oriented sessions, etc. Details of some are listed below.

- Problem Solving Sessions for FE Students - On an Average over 100 students attend the session.
- Certification Courses, Value added Courses Guest Lectures on recent trends like Artificial Intelligence and Neural Networks, Sensors and their Industrial Applications, Cyber Security, etc.
- Industrial Visits are organized to bridge the gap between academia and industry like Satish Ice Factory, Zeco Aircon Ltd, Kruger Ventilation, GMRT and Advantek Air Systems Ltd., etc.

- Technical Workshops are and hands on Training sessions are organised like Robotic Process Automation, Vehicle dynamics, Calculator Workshop, etc.

TRACK 2- Aspiration Track :

Aspirations are considered an essential component of the motivation to achieve something. Student aspirations have always existed, but the role or the impact of the educational Institute in which a student studies is essential to survive these aspirations and to shape the aspirational levels for students. DBIT defines aspirations as a strong desire for achievement leading to an ambitious goal. Raising student aspirations is, therefore, related to those activities and behaviors that create an environment in which a positive self-esteem develops. There is awareness of opportunities in economic, educational and personal growth.

There are a number of approaches which can be used to reach students with low aspirations and these approaches can be placed on a continuum of interactions using 3 TRACK as a platform. There are interactions between students and educators, students and students, students and parents, educators and parents.

Hence this track comprises of all co-curricular activities and is driven by the student clubs and chapters and is expected to make every student aspirational in terms of knowledge and skill gathering.

Some of the activities that are conducted in Aspiration Track are competitions, new skill development, motivation to entrepreneurship, Career Guidance, etc. Details of some are listed below.

- Competitions and Skill Development Programs by IEEE, IETE, ACM, CSI etc
- Alumini Interactions and Guest Lectures based on Career Opportunities and carreer planning.
- Entrepreneurship and finance handling workshops .

TRACK-3 – Wellness Track

Higher education institutions have played a historical role in the Development of science and Technology and in qualification of human resources. Nevertheless, the institution environment can be challenging and characterized by negative aspects for those who are involved in academic activities. The most common issues include high workload, competition, and stress, which can all impair the physical and mental health of students. This impairment can significantly affect not only their performance but also their personality. Having spent a considerable amount of time on college campuses, our responsibility as an educational institution to take care of students' wellness cannot be neglected. We have been concerned and taken initiatives for student wellness in the past. The wellness track is about the emotional, social

and spiritual growth of the student. It focuses on building skills that will complement the students' educational journey.

Some of the activities that are conducted in Wellness Track are Sessions/Workshops based on –

- Time Management
- Stress Management
- Yoga
- Meditation

The students spend an assigned amount of time on each track from first year to final year. The Departments plan the activities for each track and monitor students progress. Parents are also made a part of the students' journey. This pogramme has been effective to help students during and post covid-19 conditions. As educational institutions closed, the absence of socio-academic experiences significantly affected the student's physical, mental and emotional well-being. Online classes, though a boon, created an enormous gap between teaching and comprehending affecting their performance in academics. Not being able to be with their classmates, perform activities in groups, lowered their self esteem too. We tried to cater these shortcomings to a certain extent by arranging activities online under the 3 TRACK programme. It helped in raising the commitment of students with learning and sense of self learning.

Positive response from the students and their voluntary participation in helping their classmates through these activities has encouraged us to make this practice more proficient.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

Don Bosco Institutie of Technology has always advocates preventive system of education - The Don Bosco Way , which emphasis on :

- No coercive measures, only kind persuasion
- Punishment is only the last resort
- No punishment out of grudge
- Any correction should be reasonable and fair
- Correction at the right place and right time.

The institute follows a very well defined process for student mentoring to ensure that special needs of students in terms of health, any kind of addiction, learning disabilities, lack of motivation, etc. are identified and addressed as far as possible.

Teaching Learning process continued during COVID-19 pandemic through use of technological tools like Google Classroom, Zoom, Google Meet, Big Blue Button, etc.

Analytical courses which inculdes derivation were successfully delivered using XP-Pen and Digital Whiteboard .

-

Concluding Remarks :

DBIT strongly belives in holistic development of students through its well established teaching learning processes. The Don Bosco Way of education ensures that people become competent engineers and socially conscious citizens.

Through several student chapters and club, the students learns leadership skills, organization skill, problem - solving, project based learning.

Outreach activities expose the students to real - world problems, where they learn not only how to comprehend them, but also develop innovative solutions for societal problems. They are also introduced to the aspect of Design Thinking which makes them aware of end-user issue.

DBIT envisages to attain autonomy in near future.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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)** Answer before DVV Verification : Answer After DVV Verification :29 Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
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* 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 Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
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636	314	329	494	144 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
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604	389	209	414	131	 Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)** 1.3.2.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 684 Answer after DVV Verification: 674 Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
2.1.1	**Enrolment percentage** 2.1.1.1. **Number of seats filled year wise during last five years (Only first year admissions to be considered)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
239	224	214	0	283

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
232	221	212	0	277

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
300	300	300	0	300

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
300	300	300	0	300

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

| 2.6.3 | **Pass percentage of Students during last five years (excluding backlog students)**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	356	392	374	365

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	356	392	374	365

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	361	394	374	382

Answer After DVV Verification :

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

16	361	394	374	382

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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)*

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)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
23.14145	13.868	2.90640	11.77	5.28

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4.15	0	0	1.54	2

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
117	51	131	86	35

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
81	34	51	23	04

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

3.3.1.1. **Number of research papers in the Journals notified on UGC CARE list year wise**

during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	10	12	8	18

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
02	03	03	05	09

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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**

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
25	21	27	33	42

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
31	21	25	14	07

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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.*

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
86	67	29	31	39

Answer After DVV Verification :

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

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68	36	20	27	24

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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*.
	Answer before DVV Verification :
	Answer After DVV Verification :31
	Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
4.1.2	*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years*
	4.1.2.1. **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**
	Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
92.13	47.78	7.38	27.98	108.01

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
87.81	41.43	7.31	15.06	98.22

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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)*
	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)**
	Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
154.26	123.70	91.04	302.92	404.74

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
70.08	60.11	49.82	173.40	260.25

	Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
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* 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** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>530</td><td>456</td><td>346</td><td>458</td><td>412</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>529</td><td>451</td><td>346</td><td>453</td><td>412</td></tr></table> Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
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* Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. 2 of the above Remark : As per clarification received from HEI, thus DVV input is recommended.
5.1.3	**Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years** 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** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>936</td><td>554</td><td>341</td><td>710</td><td>258</td></tr></table> Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
489	518	44	565	497

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

5.2.1

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	280	296	195	215

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	280	222	200	223

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	361	394	374	382

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	356	392	374	365

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

5.2.2

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

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.)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	77	43	44	38

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	42	25	20	14

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6	4	0	0	0

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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)**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
53	56	49	67	24

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
20	8	1	6	7

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	5	11	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
20	4	6	28	45

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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*

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
61	39	50	48	49

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
39	38	44	42	45

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
46	47	48	53	55

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
46	46	45	47	44

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations