



Don Bosco College (CO-ED) Yelagiri Hills
Institutional Perspective Plan
2022-2030
Pioneering Excellence in Education and Empowerment

INTRODUCTION

Nestled amidst the pristine environs of Yelagiri Hills, Don Bosco College (Co-Ed) (referred as DBCY henceforth) stands tall as a beacon of educational excellence and empowerment. As a Christian minority institution, the college is promoted by the Salesians of Don Bosco, a religious society founded by the illustrious educator of the nineteenth century, Don Bosco. His educational philosophy, based on reason, religion, and loving kindness, forms the bedrock of the college's pedagogy. The college embraces a holistic approach to education, nurturing the intellectual, moral, emotional, and social dimensions of students' lives, while fostering a strong sense of social responsibility. 99% of the beneficiary students hail from economically disadvantaged sections of rural and tribal communities.

Vision & Mission

Vision : A Temple of Higher Education, nurturing integrated individuals inspired by Gospel values

Mission: Empower rural youth with qualitative knowledge, practice, and experiences that holistically prepare them for successful careers and life. Achieving this mission, the college offers best-in-class programs and services that cater to the holistic development of the students.

Objectives

1. **Academic Excellence:** DBCY strives to offer programs of study that not only develop employable youth but also instill integral values for life. The institution is committed to fostering a culture of excellence in academics and research.

2. **Holistic Formation:** Recognizing the multifaceted nature of human persons, the college diligently conducts co-curricular, extra-curricular, and extension activities to ensure the holistic formation of students. These initiatives help nurture their intellectual, emotional, social, and spiritual dimensions.
3. **Agents of Social Transformation:** Don Bosco College takes immense pride in motivating its students to become change agents, making a positive impact on society through community engagement and social transformation initiatives.
4. **Research and Development:** The college actively promotes research and development activities in selected domains to contribute to the advancement of knowledge and address real-world challenges.
5. **Partnership for Rural Development:** Don Bosco College collaborates with various institutions and executes subject-based projects to contribute to the development of rural India, uplifting the lives of the underprivileged.
6. **Institutional Sustainability and Growth:** With a prudent approach to economic programs, the college endeavors to ensure its sustainability and growth, facilitating the delivery of quality education and services.

Core Values

1. **Primacy for God:** Anchored in faith and love for the Divine, Don Bosco College places God at the center of all endeavors. The college community endeavors to live by the principles of piety, devotion, and reverence, nurturing a deep spiritual connection.
2. **Integral Formation:** Don Bosco College takes immense pride in fostering the integral formation of its students, ensuring they grow intellectually, morally, emotionally, and socially. This holistic approach empowers students to lead fulfilling lives, balanced in all aspects.
3. **Commitment to National Building:** Inculcating a strong sense of patriotism, the college encourages students to embrace their role as responsible citizens, actively contributing to the nation's progress and development.
4. **Quality Excellence:** Committed to offering nothing short of excellence in all facets of education and services, Don Bosco College continually raises the bar, setting new benchmarks for academic quality and institutional standards.

History

The Don Bosco community at Yelagiri Hills founded by Fr Francis Guezou SDB in 1962 envisioned quality professional education in computing as a good strategy to guarantee the employability of rural youth. It was the dream of Fr Guezou to provide the best quality professional education to the youth of the hills. A non-formal computer training and software development center was established in 1998 as BICS InfoTech. Seventy students were admitted per year, thirty for the one-year diploma and forty for the three year degree programmes. BICS signed a memorandum of understanding with Indira Gandhi National Open University (IGNOU) and CDAC-Pune to conduct diploma and degree programmes.

The institute functioned under three wings:

- Bosco Institute of Information Technology (BIIT), the Professional Education wing that prepared the students to become employable and obtain degree from IGNOU;
- Bosco InfoTech Services (BOSCO ITS) for software development and training for the graduates who passed out of BIIT;
- Arivagam (in 2006) as Knowledge Resource Centre.

While the students pursued BCA Degree from IGNOU, a rigorous postgraduate Diploma in Information Technology (PGDIT) was offered by the institute. BIIT educated more than 1000 rural students in a span of fourteen years, as professionals in Information Technology. Most of them are placed in the industry or service sector as developers, testers, graphic artists, technical writers, hardware technicians and teachers.

The primary objective in professional training was to make them competent in communicative English. The students from the rural background speak and write in English fluently within three months. 100% job placement was realized.

It's a divine intervention that in the Golden Jubilee of Fr Guezou's arrival (1962-2012) at Yelagiri Hills, BICS InfoTech was upgraded to Don Bosco College (Co-ed), affiliated to Thiruvalluvar University. The inception of Don Bosco College at Yelagiri Hills is a golden milestone in the history of Don Bosco Centre to provide higher education services to more students. Today, the college has seven major departments offering programmes of

study with a total strength of 1100 students. Don Bosco College strives continuously to apply indigenous methods and strategies to make the students qualified, employable and live an integrated life.

Programmes of Study

DBCY offers a diverse range of undergraduate and postgraduate programs, as an affiliated college of Thiruvalluvar University following the curriculum of the university. Adapting the learning outcome framework given by the University, the college defines its Program Education Objectives, Program Outcomes and Program Specific Outcomes

Table 1: Programmes of Study in DBCY

#	Undergraduate	Post Graduate	Research
1	B.A. English	M.A English	
2	B.Sc. Computer Science	M.Sc Computer Science	Ph.D Computer Science (FT/PT)
3	B.Sc Mathematics		
4	B.C.A		
5	B.Com (Comp. Application)		
6	B.B.A		Ph.D Management Studies (PT)
7	B.A. Defence and Strategic Studies		

Certificate Courses

Don Bosco College offers career-oriented Professional/Vocational/Competitive Examination certificate courses concurrently with degree programs during under-graduation. These courses empower students with specialized skills and knowledge in multidisciplinary domains. These courses are conducted for three-hours per week as an additional sixth hour per semester.

Curriculum enrichment courses are conducted for one hour every week so that the students are aware of cross-cutting issues such as gender sensitivity, environmental sustainability, professional ethics and life skills and develop the right attitude and skills to respond in various situations.

Furthermore, students get opportunities to participate in the department associations and attend skill-based training from the specialized centres of the college such as Don Bosco Cares for Common Home (DBCCH), DB-Gym, DBCCE (Don Bosco Centre for Career Excellence), Guezou Computing Centre and Entrepreneurship Development Cell.

SWOT ANALYSIS

This section identifies the strengths, weaknesses, opportunities, and threats of DBCY, based on the internal and external factors. Reviewing the institution data of the past year between 2018-2022, SWOT is arrived upon.

Institutional Data

Programs and Sanctioned Strength

#	Program of Study	Date of Affiliation	Sanctioned Strength
1	B.Sc. (Computer Science)	16.10.2012	50
2	B.C.A	16.10.2012	50
	B.C.A. (Additional Section)	27.11.2014	50
3	B.Com.(Computer Applications)	16.10.2012	70
4	B.B.A. (Business Administration)	23.08.2013	70
5	B.A. English	27.11.2014	70
6	B.Sc. Mathematics	28.08.2015	70
7	B.A. Defence and Strategic Studies	06-07-2022	70
8	M.Sc. Computer Science	28.08.2015	26
9	M.A. English	30.08.2017	40

Student Composition (By Programme of Study, Social Category, Economic Status, Religion)

Program of Study	Sanctioned Strength	Ay2018				Ay2019				Ay2020				Ay2021			
		B	G	Tot	%	B	G	To	%	B	G	Tot	%	B	G	Tot	%
B.Sc (CS)	50	37	13	50	100	35	15	50	100	44	10	54	100	31	23	54	100
BCA	100	65	33	98	98	71	34	105	100	80	29	109	100	78	32	110	100
B.Sc (Maths)	70	8	19	27	39	20	17	37	53	11	3	14	20	8	6	14	20
B.Com	70	36	34	70	100	37	33	70	100	37	38	75	100	40	31	71	100
B.B.A	70	50	20	70	100	50	19	69	99	52	18	70	100	49	21	70	100
BA (English)	70	25	36	61	87	16	21	37	53	11	15	26	37	8	19	27	38.6
UG Total	430	221	155	376		229	139	368		235	113	348		214	132	346	
M.Sc (CS)	26	4	6	10	38	9	4	13	50	19	7	26	100	8	1	9	34.6
MA (Engl)	40	4	10	14	35	2	4	6	15	5	10	15	38	6	8	14	35
PG Total	66	8	16	24		11	8	19		24	17	41		14	9	23	
Overall	496			400				387				389				369	

Social Category	Ay2018				Ay2019				Ay2020				Ay2021			
	B	G	Total	%	B	G	Total	%	B	G	Total	%	B	G	Total	%
SC	30	19	49	12	23	15	38	9.8	33	15	48	12.3	18	20	38	10.3
ST	24	23	47	12	5	3	8	2	10	6	16	4.1	4	2	6	1.6
OBC	175	128	303	76	72	48	120	31	215	109	324	83.3	75	42	117	31.7
General	0	1	1	0	140	81	221	57	1	0	1	0.3	131	77	208	56.4
Total	229	171	400		240	147	387		259	130	389		228	141	369	

Economic Status	AY2018				AY2019				AY2020				AY2021			
	B	G	T	%	B	G	T	%	B	G	T	%	B	G	T	%
<1 Lakhs	218	166	384	96	223	142	365	94	252	121	373	95.9	217	141	358	97.0

1-3 Lakhs	10	2	12	3	17	5	22	6	9	5	14	3.6	7	2	9	2.4
3-5 Lakhs	1	3	4	1	0	0	0	0	0	0	0	0	2	0	2	0.5
5-8 Lakhs	0	0	0	0	0	0	0	0	1	1	2	0.5	0	0	0	0.0
8 Lakhs and Above	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0
TOTAL			400				387				389				369	

By Religion	AY2018				AY2019				AY2020				AY2021			
	B	G	T	%	B	G	T	%	B	G	T	%	B	G	T	%
Christian	97	87	184	46	106	86	192	49.6	122	69	191	49.1	91	69	160	43.4
Hindu	128	84	212	53	133	59	192	49.6	138	51	189	48.6	126	71	197	53.4
Muslim	3	1	4	1	0	3	3	0.8	0	9	9	2.3	10	2	12	3.3
Jain	0	0	0	0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0
Total	228	172	400		239	148	387		260	129	389		227	142	369	

Strengths:

- **Diverse Student Demographics:** Male students constitute the **predominant demographic** at our college, forming the **majority** of our student body.
- **Impressive Enrollment Rates:** B.Com and BBA departments have achieved an outstanding enrollment rate of 99.95% while it is 100% for B.Sc (Computer Science) and BCA.
- **Inclusive Social Representation:** OBC students play a **significant role**, accounting for nearly **60%** of the total enrollment. Over the past five years, there has been a **gradual increase** in the enrollment of **SC students**.
- **Commitment to Economic Accessibility:** Our institution **prioritizes economically disadvantaged individuals**. **98%** of our students belong to the **economically weaker sections**, defined by an **annual income below 1 lakh**.

These strengths reflect the inclusive and supportive environment of DBCY providing for a diverse student body.

Weakness:

- **Challenges in Student Enrollment and Retention: English (UG & PG), Mathematics, and MSc (CS)** programs are experiencing **low enrollment**. Strategies to attract and retain students in these disciplines need to be reevaluated.
- Additionally, there has been a **decrease in ST student enrollment** compared to the past four years.

As most of the students are first-generation learners students lack the accompaniment of the families in their studies.

III. Governance Structure in terms of organ and committees and levels of autonomy

Organogram

<Mr Srinath>

Centers:

Guezou Committee Centre (GCC)

Arivgam (Library)

Communicative English Academy (CEA)

Don Bosco Cares for Common Home (DBCCH)

Zatti Counselling Centre (ZCC)

Fr. Francis Guezou Foundation

It is to build a community of past pupils of Don Bosco Centre, founded by Fr. Francis Guezou. It seeks continuously ways to serve humanity at large, particularly those associated with Don Bosco Centre. Members of the foundation play a vital role as ambassadors to propagate the mission and the values of Don Bosco Centre in their workplace, families and society.

Participation and Decentralization

DBCY recognizes the importance of involving stakeholders in decision-making be it faculty, students or parents. Regular meetings between management and stakeholders ensure collaboration and input from all parties. The Management Council depends on the **college council** consisting of the heads of all departments for the daily operations to ensure efficiency and responsiveness.

DBCY has established **thirty committees** with extensive faculty involvement. These committees uphold egalitarian principles, foster teamwork, and promote excellence. These committees play a crucial role in

shaping college policies and day-to-day functioning. Each committee, led by a convener, submits reports for management review and issue resolution. The functional committees support NAAC's quality requirements under seven criteria.

In summary, DBCY's participatory approach, stakeholder engagement, and well-structured committees contribute to its strength as an institution.

Table 2: Grouping of Functional Committees by NAAC Criteria

<i>Quality Criterion</i>	<i>Count</i>
CR1-Curricular Aspects	1
CR2-Teaching-Learning-Evaluation	3
CR3-Research, Innovation and Extension	6
CR4-Infrastructure & Learning Resources	3
CR5-Student Support	12
CR6-Governance & Management	5
Grand Total	30

Criterion 1 Committee

- 1. Professional & Vocational Education Committee** is responsible to design and implement courses by various departments that provide academic flexibility to the students. These courses come under three categories of professional, vocational and competitive examination courses.

Criterion 2 Committees

- 1. The Admission Committee** acts as a liaison between students and the Institute, providing guidance on career options and helping them make informed decisions. Through personalized consultations, the committee assists students in choosing the program of study that aligns with their strengths and aspirations, facilitating their academic and personal development.
- 2. Examination Cell** ensures the smooth conduct of formative assessments and the smooth conduct of end semester examinations of the university as per the directives and schedule given by the universities.
- 3. Technology for Education Committee** helps the faculty & students to integrate new technologies and tools into their classroom and campus.

Criterion 3 Committees

1. **Collaboration Cell** ensures a strong networking with other education institutions, industries and government agencies with signing of MOU and carrying out activities as per the MoU for the benefit of the students and the staff.
2. **Entrepreneurship Development Cell** liaisons with the University and other national agencies to conduct training programmes in entrepreneurship and engage students in affordable projects.
3. **Extension Activities Committee** coordinates all extension activities which includes Bosco Outreach, Evening Study Centers. Club Activities, community-based projects and adopted villages under Unnat Bharat Abhiyan scheme.
4. **Green Campus Committee** is responsible to promote clean and green campus through various initiatives such as Miyawakee forests, herbal garden, waste management and energy/environment/green audit, department gardens, organic vegetable garden, mushroom cultivation and tree plantation.
5. **Institution Innovation Council (IIC)** : Its a program launched by the Ministry of Education (MoE) in collaboration with the All India Council for Technical Education (AICTE). Its primary goal is to systematically foster a culture of innovation and create a thriving start-up ecosystem within Higher Educational Institutions (HEIs) across India¹².
 - a. Purpose: The IIC aims to break isolation, enhance coherence, and promote synergy among various departments, centers, units, and student bodies within educational institutions.
 - b. Activities: It focuses on streamlining and strengthening the innovation and start-up ecosystem by encouraging out-of-the-box thinking, ideation, creativity, design thinking, and entrepreneurship.
 - c. Ranking System: The IIC also contributes to designing a ranking system to identify institutions at the forefront of innovation.
 - d. Holistic Effort: To overcome limitations in the current innovation ecosystem, the KAPILA: Kalam Program for IP Literacy and Awareness initiative was introduced, emphasizing intellectual property literacy and awareness.

- e. National Database: The YUKTI 2.0 initiative aims to create a national database of technologies and innovations¹³.

The IIC plays a crucial role in nurturing innovation, fostering creativity, and promoting entrepreneurial spirit in DBCY.

- 6. Research and Publication** : RPC ensures that faculty members publish at least two research papers per annum in reputed journals, take part in conferences/seminars and be members of professional bodies

Criterion 4 Committees

- 1. Campus Maintenance Committee** deals with the facilities of the institution and makes sure the facilities such as rest rooms, drinking water, canteen, common room etc which are non-IT based are accessible to the faculty and students.
- 2. IT Infrastructure Committee** acts as a liaison between students and college administration for any Infrastructure or IT-related issues. It is responsible for providing safe, hygienic, and standard hostel facilities for all the students.
- 3. Library Advisory Committee** plays an advisory and advocacy role regarding the library on matters of general policy, planning, programs, goals, and objectives in its support of teaching, learning, research and community-building needs of the institution

Criterion 5 Committees

- 1. Alumni Cell** participates in activities which contribute to the general development of the institute, to organize and coordinate reunion activities of the alumni.
- 2. Anti-ragging Cell** is a statutory body within the college that plays a crucial role in maintaining a safe and respectful environment for students.
- 3. Campus Language Committee** is to ensure the students' campus language regularly. English is the campus language and the committee brings out various methods to follow the campus language and helps the students to learn it.
- 4. Career Guidance & Placement Cell** plays a crucial role in locating job opportunities for Under Graduates and Post Graduates passing out from the college by keeping in touch with reputed firms and industrial

establishments. The Placement Cell operates round the year to facilitate contacts between companies and graduates.

5. **The Discipline Committee** frames the rules and regulations as per the disciplinary requirement and makes the student aware about the discipline and take disciplinary action against any misconduct.
6. **Hostels Committee** plans and monitors the maintenance of all the infrastructure facilities concerned with the Hostels. The Committee supervises all facilities/amenities and their upkeep, addressing the complaints from the students and staff members.
7. **Scholarship Committee** deals with various types of educational scholarships benefit for the students, especially in Government, Private Agencies and Management.
8. **Sports and Games Committee** supports the physical director in planning and implementing various sports and games events in the campus, external participation and regular coaching in selected games to develop the teams.
9. **Student Welfare Committee:** It is responsible for developing, reviewing, and evaluating plans and setting directions for student affairs in accordance with the vision, mission and strategic plan of the institute.
10. **Students Grievances committee** addresses the complaints lodged by any student and redresses appropriately. The students can state their grievance regarding any academic and non- academic matter within the campus through the online and grievance/suggestion box.
11. **Women Cell:** It instills positive self-esteem and confidence in the female students so that they can take the right decision in and for-their lives. It also addresses if any issue arises with regard to women harassment.

12. Women Sexual Harassment

Criterion 5 Committees

1. **Internal Quality Assurance Cell (IQAC)** :All the quality aspects like NAAC, NIRF, ISO 9001, AISHE and NTA are under the purview of IQAC

2. **Finance Committee:** It prepares the annual budget, examines the sources of income which includes fee structure and ensures the implementation of the budget with regular internal audits.
3. **Media & Publication Committee** is responsible for extensive coverage of all college events. The Public Relations and Media Committee directly interacts with organization's Management members regarding critical Internal and External Organizational events and reports these events with editors, reporters and professional designers.
4. **The Performance Review Committee** deals with academic performance review of the faculty members for every year. The main activity is to track the weekly activity report of the faculty members.
5. **Staff Welfare & Grievance Redressal Committee** is formed by the official members of staff welfare association to address the needs of the faculty and administrative staff.

IV. Academic Innovation (Teaching, Learning and Evaluation)

The key academic innovations at DBCY can be summarized as given below.

1. **Flipped Learning with LMS:**
 - Teachers use the Learning Management System (LMS), such as MOODLE or Google Classroom.
 - Students review lessons before class, enabling more interactive discussions during sessions.
 - Outstanding faculty contributors receive the prestigious “Best Moodle” award per year.
2. **Creative Learning Approaches:**
 - Students engage in crossword puzzles and role play.
 - Role play hones skills for handling unfamiliar situations and people.
3. **Media Creation and Peer Learning:**
 - Faculty produce videos, audio content, and online tutorials using the “Cagliari Media Centre.”
 - “Jigsaws” foster peer learning, allowing students to teach concepts to one another.
4. **LSRW Skills Enhancement:**
 - The Communicative English Academy utilizes the Linguaphone lab for LSRW (Listening, Speaking, Reading, Writing) skills.
 - Both staff and students assess their skills through the “British Council’s English Score Test.”
5. **Holistic Education Beyond Classrooms:**
 - “Class-outside-classroom” experiences emphasize relationships between humans and the environment.
 - DBCY fosters values and awareness beyond traditional academic settings.

DBCY's innovative practices empower students, promote collaboration, and enhance holistic education.

V. Teacher Profile

Department	Total	PhD+NET/SLET	PhD only	NET/SET	PG with MPhil	PG
AY2018						
Computer Science	11	1	3	1	4	2
Computer Applications	10			1	7	2
Mathematics	8			1	5	2
Commerce(CA)	4		1	1	2	
BBA	5		1	1	1	2
English	10			1	1	8
Tamil	1		1			
Librarian	1				1	
Physical Education	1			1		
Total	51	1	6	7	21	16
AY2019						
Computer Science	10	1	4	1	4	
Computer Applications	10			3	5	2
Mathematics	8		1	1	6	
Commerce(Computer Applications)	4		2		2	
BBA	5		1	1	1	2
English	9			1	5	3
Tamil	2		1	1		
Librarian	1				1	
Physical Education	1			1		
Total	50	1	9	9	24	7

AY2020						
Computer Science	10	1	4	1	3	1
Computer Applications	9	1		3	3	2
Mathematics	7		3	3	1	
Commerce (Computer Applications)	4		2	1	1	
BBA	4		1	2	1	
English	9			5	2	2
Tamil	2		1	1		
Librarian	1	1				
Physical Education	1			1		
Total	47	3	11	17	11	5
AY2021						
Computer Science	9	1	3	1	2	2
Computer Applications	9	1		3	3	2
Mathematics	5	2	1	1	1	
Commerce(Computer Applications)	4	1	1	1		1
BBA	4		1	2	1	
English	11	2		4	2	3
Tamil	3		1	2		
Librarian	1					1
Physical Education	1			1		
Total	47	7	7	15	9	9

Weakness: Experienced faculty to be recruited. Staff attrition is high particularly in the departments of English and Commerce.

VI. Student Support System (Library, IT, Laboratory, Hostel, Banking, Transport, Canteen, Drinking water, Toilets, Student council, Scholarship)

1. Library

Library Resource	AY2018	AY2019	AY2020	AY2021
Software Licence Certificate (LMS)	2012	2012	2012	2012
Number of E-Journals	0	0	0	0
Number of Journals	12	15	18	0
Number of E-Books	30000	30000	30000	30000
Number of Books (Purchased)	570	453	344	175
Total No of Books	7227	7680	8024	8210
News Paper	3	1	1	1
General Magazine	3	2	5	0
Business Magazine	0	0	0	0
Sports Magazine	0	0	0	0
List of E-resources & Subscriptions	0	1	1	1
Footfall % -Annual (Students)	55%	52%	40%	45%
Footfall%- Annual (Staff)	40%	35%	30%	35%
Annual Expense Procurement	197086	186039	180834	81619
Average Books for Lending	55%	50%	30%	48%

Strength: Digitized library and infrastructure .

Weakness: Footfall of students and staff can be increased. 50% of the students & staff are using the library on daily records.

We should have e-Journals. While looking at the library data, there are no e-Journals so far, and they have to purchase sports magazine, and business magazines for student's usage. We have to focus on the annual expenditure of books..

2. 2. IT-Infrastructure

Description of Evidence	AY2018	%	AY2019	%	AY2020	%	AY2021	%
Total Computers (Lab)	110	10.25	120	10.85	140	12.4	150	14.4
Total Computers (Admin)	2		2		3		4	
Total Labs	2		2		3		4	
Student Computer ratio	1:9		1: 9		1:8		1:7	
Internet Bandwidth (MBPS)	10		10		20		40	
Staffing (Lab)	2		2		3		4	
Students Strength	1073		1105		1123		1068	

Strength: Lab Infrastructure with 24/7 Internet facilities available for students and staff

Weakness: The student-computer ratio is less. It must be brought within 1:5

3. Hostels

Name of hostel	AY2018	AY22019	AY2020	AY2021
Papa Duhayon Boys Hostel	153	232	261	246
Arokia Annai Girls Hostel	167	239	227	222
Joachim Villa Boys Hostel	19	19	26	0
Ennagam Boys Hostel	12	36	44	47
Total	341	526	558	515

Strength: Admission is 100% in all hostels every year. This is our big strength and can extend the hostels in the future or establish new hostels.

4. Facilities

Facilities	AY2018	AY2019	AY2020	AY2021
Canteen	1	1	1	1
Drinking water (RO - Specify the drinking points)	2	3	3	3
Transport	7	8	8	8
Ramp	2	2	2	2
Toilets (Men) Specify the number	15	15	15	15
Urinals (Men) Specify the number	30	30	30	45
Toilets (Women) Specify the number	25	25	25	25
Toilet for physically challenged	0	0	0	0
ATM	0	0	0	0
Stationery & Photocopier Shop	0	0	0	0
Fitness Center	1	1	1	1
Health Centre	1	1	1	1
Sick Room	2	2	2	2

Strength: Transport is good in our institution. More day scholars are benefiting from nearby villages.

Weakness: Drinking water tap (points) can be increased in all units (departments & blocks)

The number of boys' urinals has to be increased. The current ratio is 1:9.

5. Scholarships

Name of Scholarship	AY2018		AY2019		AY2020		AY2021	
	Rec#	Amt(L)	Rec#	Amt(L)	Rec#	Amt(L)	Rec#	Amt(L)
Government SC/ST	210	12.29	217	13.79	220	12.39	205.00	13.36
Minority	86	1.31	44	3.61	128	10.05	141.00	11.76
IVDP-Orphan & Semi orphan	95	5.45	71	4.04	42	3.33	0.00	0.00
Sheenlac paints educational	20	1.00	32	1.80	31	1.80	0.00	0.00
St. Mary's Cathedral educational	13	1.00	14	1.24	43	3.33	350.00	10.00
Johnson & Johnson	421	2.39	148	7.00	0	0	0	0
Mr. Janet Simpson Educational	0	0.00	0	0.00	1	0.15	0	0
Puthumai Pen Govt scheme	0	0.00	0	0.00	0	0	0	0
IVDP-Mid day meals	78	0.59	60	0.49	0	0	0	0
Don Bosco Merit Scholarship	13	1.22	38	1.34	0	0	0	0
DB 1990 Charitable Trust	15	0.89	17	1.01	0	0	0	0
Poppy Educational Charitable Trust	20	1.00	20	1.00	0	0	0	0
Mr. Rajan & Co Educational Trust	0	0.00	2	0.14	0	0	0	0
100 % Attendance Scholarship	20	0.58	23	0.46	0	0	0	0
Mrs Maria Joseph Educational Scholarship	0	0.00	1	0.20	0	0	0	0
Mr Saravanan Educational Scholarship	0	0.00	1	0.19	0	0	0	0
Mrs. Radha Ramchandar Educational	0	0.00	0	0.00	0	0	20	1
Mr. Vijayakumar Pannikar Educational	0	0.00	0	0.00	0	0	10	0.5

Mr. Jacob Advocate Educational	0	0.00	0	0.00	0	0	3	0.15
Mrs. Fatima Chennai	0	0.00	0	0.00	0	0	1	0.05
Don Bosco Alumni	0	0.00	0	0.00	0	0	0	0
Johnson Lifts	0	0.00	0	0.00	0	0	0	0
United Ways of Chennai (SURABI)	0	0.00	0	0.00	0	0	0	0
COVID SCHOLARSHIP (United Ways of Chennai)	0	0.00	0	0.00	0	0	0	0
Leema Rose (Canada)	0	0.00	0	0.00	0	0	0	0
Total Amount	919	27.71	688	36.31	465	31.04	730.00	36.81
Legend: Rec=Recipients, Amt=Total Amount Given								

Strength: Deserving and economically weaker students are supported with a variety of scholarships from the Government, private & management.

6. Sources of revenue and expenditure

INCOME	AY2018	AY2019	AY2020	AY2021
Grants received from UGC	0.00	0.00	0.00	0.00
Other Central Govt Departments	0.00	0.00	0.00	0.00
Grants received from State Govt	0.00	0.00	5.09	4.16
Grants received from University	0.00	0.00	0.00	0.00
Grants received from Local Bodies	0.00	0.00	0.00	0.00
Donations	2.73	2.05	2.35	11.70
Tuition Fee	178.99	180.98	177.49	201.97
Other Fee(Transport ETC)	31.18	31.97	0.93	18.01

Interest	0.30	0.64	0.00	0.00
Sale of Application Forms	0.65	0.81	1.20	0.67
Other Income	4.70	9.36	26.07	4.40
TOTAL INCOME	218.54	225.82	213.12	240.92

EXPENDITURE (in Rs Lakhs)	AY2018	AY2019	AY2020	AY2021
Salary, Allowances & Retirement Benefits	109.83	162.32	143.65	185.30
Buildings (Construction And Maintenance)	5.03	6.36	4.22	15.89
Library And Laboratory	27.24	8.82	10.25	15.46
Research Activities	2.82	11.56	2.65	2.33
Scholarships	0.00	0.13	13.06	11.76
Other Expenses	61.58	56.84	34.14	68.15
TOTAL EXPENSES	206.52	246.03	207.96	298.89

Strength: (Income) According to financial data, tuition fee (College fee) & other fees (Transport fee) is the only main source of income. College depends on tuition fees to run day-to-day operating expenses. Apart from this, sales of applications increased in the past five years except in 2021 (due to COVID time).

Weakness: The money received from central and state bodies is zero.

VII. Strength of DBCY (Brand name, Reputation, Programmes Offered, the location and accessibility, faculty, good administration, infrastructure, output, support services, culture, tuition fees and cost of education, alumni)

DBCY stands as a beacon of commitment to fostering a rich educational environment for both students and faculty members. Grounded in a fusion of proactive engagement and scholarly pursuit, the institution consistently delivers positive outcomes. The renowned Don Bosco brand, recognized globally across 136 countries, resonates deeply within our campus. Here in Yelagiri Hills, we take immense pride in being integral contributors to this esteemed mission. Guided by the preventive system, our educational approach emphasizes holistic development and lifelong learning, striving to mold individuals inspired by gospel values.

The college is situated in a sprawling campus approximately 25 kilometers away from Tirupattur town, nestled in Athanavoor village of Yelagiri Hills, within Tirupattur District. Accessible via well-connected roads, the college enjoys convenient links to both Chennai and Bangalore. With an elevation of 1114 meters above sea level, the location offers an ideal setting for academic pursuits, blessed with a moderate climate conducive to focused study, and most of the students admitted hail from rural backgrounds. 90 percent of the students are from first-generation family backgrounds.

The college has meticulously developed top-tier facilities to support the teaching-learning process on campus. The management's unwavering commitment to excellence is evident in the state-of-the-art infrastructure provided for the holistic development of students. Spread across 10 acres of land, the campus boasts lush greenery, including a herbal garden, a Miyawaki forest, and beautifully landscaped gardens.

The institution has adopted a policy of collecting a very nominal fee, ensuring accessibility to education for students from diverse socioeconomic backgrounds. Recognizing the financial constraints faced by many students, the college aims to alleviate the burden of tuition costs while maintaining high standards of academic excellence. This commitment to affordability underscores the institution's dedication to fostering an environment where every individual has the chance to pursue their educational aspirations without undue financial hardship.

VII. Research & Publications

Department	AY2018	AY 2019	AY 2020	AY2021	TOTAL
Computer Science	1	0	9	4	14
Computer Applications	0	3	0	0	3
Mathematics	0	0	3	2	5
Commerce (CA)	1	0	3	2	6
Business Administration	0	2	0	2	4
English	7	0	11	19	37
Tamil	0	2	4	1	7
Total	9	7	30	30	76

Number of Books Published				
Department	AY2018	AY2019	AY2020	AY2021
Computer Science	0	0	0	0
Computer Applications	0	0	0	0
Mathematics	0	0	0	0
English	0	0	0	0
BBA	0	0	0	0
Tamil	0	0	1	0
Total	0	0	1	0

Strength: The paper publication of staff members increased gradually .

Weakness: Books and Journal publications are not proportionate with the total faculty

IX Student Performance

Pass Percentage

AY2018			AY2019			AY2020			AY2021		
Appear ed	Passe d	Percenta ge	Appear ed	Passe d	Percenta ge	Appear ed	Passe d	Percenta ge	Appear ed	Passe d	Percenta ge
48	35	72.9	45	41	91.1	46	45	97.8	44	37	84.1
95	78	82.11	94	94	100	90	90	100	97	96	99
36	14	39	41	41	100	25	25	100	32	17	53
47	35	74.47	60	59	98.33	62	62	100.00	65	62	95.38
44	34	77	34	34	100	63	63	100	57	57	100
49	35	71	42	42	100	53	53	100	31	30	97
12	9	75.00	9	9	100	13	13	100	14	13	92.86
15	15	100	14	14	100	5	5	100	13	12	92.31

346	255	74.0	339	334	98.7	357	356	99.7	353	324	89.2
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Strength:

The results over the year has improved and it is above 85%

BCA department placement is higher when compared to other departments.

Weakness:

- B.sc Maths Department results are very low in the year 2019. 2 students alone passed out of 36.
- PG placement is very low
- When compared to passed out the placement is very low

Placement + Progression to Higher Studies

#	AY2019				AY2020					AY2021				
	Pas s#	PL A#	HS T#	%	App eare d#	Pas s#	PL A#	HS T#	%	App eare d#	Pas s#	PL A#	HS T#	%
B.Sc (CS)	48	8	10	37.5	46	45	29	5	75.6	45	34	24	10	100.0
BCA	93	36	7	46.2	94	94	29	6	37.2	93	93	54	8	66.7
B.Sc (Maths)	36	15	9	66.7	41	41	11	6	41.5	25	25	29	1	120.0
B.Com	60	12	0	20.0	62	62	25	0	40.3	67	65	32	5	56.9
B.B.A	34	22	0	64.7	64	64	30	0	46.9	58	58	30	7	63.8
BA (English)	42	13	11	57.1	53	53	3	6	17.0	31	30	3	18	70.0
UG Total	313	106	37	45.7	360	359	127	23	41.8	319	305	172	49	72.5
M.Sc (CS)	9	8	0	88.9	13	13	11	0	84.6	14	13	10	0	76.9

MA (Engl)	14	7	2	64.3	5	5	3	2	100. 0	12	11	5	1	54.5
PG Total	23	15	2	73.9	18	18	14	2	88.9	26	24	15	1	66.7
Overall	336	121	39	59.8	378	377	141	25	65.3	345	329	187	50	69.6

STRENGTHS

1. **Organizational Structure and Governance:**
 - DBCY boasts a well-defined organization structure with statutory bodies, cells, and committees.
 - These structures facilitate organic development and effective decision-making.
2. **Excellence in IT Training and Placements:**
 - DBCY has a commendable history of training students for IT and IT-enabled professions.
 - Successful placements in numerous organizations underscore this strength.
3. **Holistic Philosophy Integrating Knowledge and Spirituality:**
 - DBCY's unique philosophy combines worldly knowledge with spirituality.
 - Students from marginalized communities benefit, developing as integrated individuals.
4. **Robust Processes and Quality Management:**
 - Well-defined operational processes adhere to ISO 9001:2015 standards.
 - Quality Management System implementation ensures efficiency and effectiveness.
5. **Empowering Underprivileged Students:**
 - DBCY's large student body, primarily from rural backgrounds, undergoes transformation and empowerment.
 - Education becomes a catalyst for positive change.
6. **Language Skills Development and Fluency Platforms:**
 - LSRW assessment and coaching enhance language skills.
 - Students engage in speaking platforms, improving fluency.
7. **Industry-Relevant Skill Development:**
 - Special technical courses bridge the gap between industry expectations and university education.
 - Students acquire practical skills for professional success.
8. **Positive Work Environment and Staff Unity:**
 - DBCY fosters a healthy work environment that encourages community spirit among staff members.
 - Collaboration and mutual support thrive.
9. **Comprehensive Student Care System:**
 - Life-skill programs, mentoring, counseling, and guidance nurture students' personal and professional growth.
 - DBCY prioritizes holistic student well-being.
10. **Dynamic Academic Environment and Continuous Learning:**

- Need-based staff training, workshops, conferences, internships, and seminars create a dynamic learning ecosystem.
 - Faculty stay updated and enhance their teaching practices.
- 11. Social Commitment and Environmental Outreach:**
- Student participation in youth clubs and Bosco Outreach initiatives addresses social and environmental challenges.
 - DBCY actively contributes to the community.
- 12. Respected Reputation in Rural Communities:**
- DBCY is known for catering to the needs of economically disadvantaged individuals.
 - Discipline and community impact contribute to its positive reputation.
- 13. Financial Support for Needy Students:**
- Various government, non-governmental, and management scholarships provide financial assistance.
 - DBCY ensures access to education for all.

DBCY's strengths position it as an institution committed to holistic development and societal impact.

WEAKNESSES

- 1. Inadequate Language Skill Development:**
 - Lack of cooperation among departments hampers language skill enhancement.
 - Students' vernacular backgrounds and being first-generation learners contribute to this challenge much.
- 2. Low Participation in Extracurricular Activities:**
 - Family and nutritional issues, along with psychological problems, deter student engagement for many of them.
 - Encouraging active participation in extracurriculars remains a weakness.
- 3. Academic Performance and Self-Esteem Issues:**
 - Students exhibit poor performance and low self-esteem in higher education.
 - Lack of aptitude and motivation impacts their overall growth.
- 4. Gender Disparities in Post-Graduation Plans:**
 - Female students from rural backgrounds face parental pressure against working after graduation. This unwillingness affects career prospects.
- 5. Financial Constraints and Reserves:**
 - Limited financial resources and reserves constrain the college's growth and development.
 - Adequate funding is essential for improvement.
- 6. Perceived Geographical Isolation:**
 - DBCY's location may hinder attracting faculty and students from the plains.
 - Addressing this perception is crucial for diversifying the student body.
- 7. Time Constraints for Day Scholars:**
 - Day scholars face limitations due to constrained time for campus activities.
 - Balancing academics and extracurriculars remains a challenge.

Acknowledging and addressing these weaknesses will be vital for DBCY's progress.

OPPORTUNITIES

- 1. Global Network and Alumni Influence:**
 - Leveraging the extensive global presence, network, and experience of the **Don Bosco Society** and its alumni (spanning 132 countries).
 - Utilize this network for strategic networking and impactful branding initiatives.
- 2. Empowering Underprivileged Youth through Technical Education:**
 - DBCY's 25-year track record of providing technical education through BICS InfoTech to underprivileged youth is an opportunity.
 - The growing alumni base can serve as mentors, offering professional guidance to current students.
- 3. Rural and Tribal Development through Research and Extension:**
 - Engage in research, development, and extension activities to contribute to the development of rural and tribal regions.
 - DBCY's expertise can address local challenges and foster sustainable growth.
- 4. Collaboration with Bosco Soft Technology:**
 - Partnering with **Bosco Soft Technology**, the in-campus software company, provides practical training opportunities.
 - Students gain hands-on skills relevant to their professional careers.

These opportunities position DBCY for growth, impact, and meaningful contributions. ✨

THREATS

- 1. Enrollment Challenges in Mathematics and English Programs:**
 - Prospective students exhibit reluctance toward under-graduate programs in Mathematics and English.
 - Similar mindset affects post-graduate program enrolments as well.
- 2. Affiliation-Related Issues with Parent University:**
 - Student evaluation processes hinder student progress due to affiliation-related challenges.
 - Streamlining this affiliation is crucial for DBCY's growth.
- 3. Financial Constraints and Faculty Compensation:**
 - DBCY's low fee structure impacts revenue generation.
 - Inadequate funds affect faculty compensation, which falls short of UGC standards.
- 4. Lack of External Funding Opportunities:**
 - As a minority, self-financed institution, DBCY faces challenges in securing external funding.
 - Central and State Government institutions do not provide substantial financial support.
- 5. Perceived Quality Gap for Hill Students:**
 - Many Hill students have a misconceptions that better education is available elsewhere.
 - This perception leads them to enroll in higher-fee institutions in the plains.

Addressing these threats strategically will be essential for DBCY's sustained success.

GOALS AND OBJECTIVES

This section states the long-term and short-term goals and objectives of the institution, in terms of academic, administrative, research, extension, and outreach aspects. It specifies the expected outcomes and indicators of success for each goal and objective.

Academic Excellence

Short-Term Goals (1-3 years):

1. **Autonomy:** Expedite the process of becoming an autonomous institution to gain the ability to design a student-centric curriculum.
2. **Blended Learning:** Prepare infrastructure and faculty for the adoption of blended learning as the standard teaching-learning method.
3. **Research Integration:** Begin integrating research projects and publications into the existing postgraduate curriculum and the final year of undergraduate programs.
4. **Industry Partnerships:** Form new collaborations with industries and businesses to provide students with real-world problems for research and innovation.
5. **Innovation Council:** Strengthen the Institution Innovation Council to foster a culture of innovation and address industry challenges by appointing a dedicated faculty coordinator, encouraging student-led innovation projects with mentorship from industry experts and faculty.
6. **Faculty Development:** Implement continuous professional development programs for faculty in research methodologies and blended learning pedagogies.

Long-Term Goals (3-8 years):

1. **Curriculum Design:** Fully implement a customized curriculum that aligns with the needs of the student community and industry demands.
2. **Integrated Programs:** Launch integrated and four-year degree programs with substantial industry exposure to increase enrollment.

3. **Online Education:** Develop a robust online education platform for remote learning with periodic on-campus review sessions.
4. **Research Culture:** Cultivate a strong research culture by providing incentives for publications and conference participation.
5. **Global Collaboration:** Seek international partnerships for joint research projects and exchange programs.

Student-Centric Initiatives

Short-Term Goals (1-3 years):

1. **Gap Analysis Implementation:** Conduct gap analysis for incoming students to tailor the learning framework based on PEO/PO/PSO.
2. **Student Dashboard Development:** Create a comprehensive dashboard to monitor students' academic and extracurricular progress.
3. **Strengthening NCC/NSS/Rovers and Rangers:** Allocate funds to enhance the activities and resources for these groups.
4. **Establishment of DBCCE:** Set up the Don Bosco Centre for Career Excellence with staff and partnerships for public service exam preparation.
5. **Mentorship Programs:** Pair senior students with juniors to facilitate peer learning and support.
6. **Industry Partnerships:** Collaborate with local businesses and organizations for internships and practical training opportunities.
7. **Research and Innovation Hub:** Encourage student-led research projects with faculty guidance and potential for real-world application.
8. **Cultural Exchange Programs:** Foster global awareness and cultural sensitivity through exchange programs with international institutions.

Long-Term Goals (4-6 years):

1. **Inclusivity and Diversity Promotion:** Develop outreach programs to ensure representation from every village in at least five panchayats as part of Unnat Bharat Abhiyan scheme.

2. Capacity Building Projects: Launch initiatives to strengthen the academic schools that feed into DBCY, focusing on enhancing the skills and competencies of future students.

Extension and Outreach

This section presents the initiatives to establish strong ties with the local community, industry, and other stakeholders. Outreach programs, social responsibility initiatives, and efforts to address societal needs are presented here.

Short-Term Goals (1-3 years):

Community Engagement:

1. Establish a community outreach center to serve as a liaison with local villages.
2. Initiate regular community service days where students and faculty can volunteer.
3. Start skill development workshops for local residents in collaboration with industry partners.

Social Responsibility:

4. Launch awareness campaigns on health, education, and environmental conservation.
5. Set up a college fund to support local social initiatives.

Societal Needs:

6. Conduct needs assessment surveys in selected villages.
7. Develop a village adoption plan with clear objectives and immediate action items.

Long-Term Goals (3-8 years):

Community Engagement:

8. Strengthen partnerships with industries for student internships focused on rural development.
9. Expand the outreach center into a full-fledged institute for community development studies.

Social Responsibility:

10. Implement sustainable projects like clean water initiatives and renewable energy installations in adopted villages.
11. Establish a scholarship program for students from the local community.

Societal Needs:

12. Execute a five-year development program in adopted villages with key indicators such as health, education, employment, and environmental sustainability.
13. Regularly monitor and report on the progress against the development metrics.

Metrics of Development and Growth:

1. **Health:** Reduction in common illnesses, improved nutrition, and increased life expectancy.
2. **Education:** Higher literacy rates, more students completing secondary education.
3. **Employment:** Increased employment opportunities, higher average household income.
4. **Environment:** Enhanced biodiversity, more green spaces, and better waste management.

These goals are designed to foster a strong bond between Don Bosco College and the surrounding community, ensuring mutual growth and development.

Infrastructure and Learning Resources

It provides a plan for improving or expanding physical infrastructure, including classrooms, laboratories, libraries, sports facilities, and IT infrastructure. It also addresses plans for upgrading and maintaining facilities to ensure a conducive learning environment.

Short-Term Goals (1-3 years):

1. **Classrooms:** Upgrade classroom furniture and install smart boards for interactive learning.
2. **Laboratories:** Procure modern equipment for computer labs to enhance practical learning.
3. **Library:** Increase digital resources and create an online catalog for easy access.
4. **Sports Facilities:** Improve existing sports grounds and procure equipment for a wider range of activities.

5. **IT Infrastructure:** Strengthen the campus Wi-Fi network and provide training for digital tools.

6. Long-Term Goals (3-8 years):

7. **Classrooms:** Construct additional classrooms to accommodate growing student numbers.

8. **Auditorium:** Construct an auditorium to accommodate 2000 students and faculty

9. **Laboratories:** Establish specialized research labs for advanced studies.

10. **Libraries:** Develop a research center within the library with access to international journals and databases.

11. **Sports Facilities:** Build an indoor sports complex for year-round activity.

12. **IT Infrastructure:** Implement a campus-wide Learning Management System (LMS) for seamless academic administration.

Maintenance Plans:

1. Establish a routine maintenance schedule for all facilities.

2. Set up a dedicated team for the upkeep of IT systems.

3. Regularly update sports and lab equipment based on usage and advancement in technology.

Faculty Development and Welfare

It includes strategies for enhancing faculty competence through professional development, workshops, conferences, and research opportunities are explored. It addresses measures for faculty welfare, including health, well-being, and work-life balance.

Short-Term Goals (1–3 years):

Faculty Orientation Workshops:

a) Conduct regular workshops to **familiarize new faculty members** with the college's culture, policies, and teaching methodologies.

b) Cover topics such as classroom management, assessment techniques, and student engagement.

Pedagogical Training:

- c) Organize workshops on **innovative teaching methods** and active learning strategies.
- d) Train faculty in using technology effectively for teaching and assessment.

Research Skill Enhancement:

- e) Encourage faculty to participate in **research workshops** and conferences.
- f) Promote collaboration with other institutions for joint research projects.

Health and Well-Being:

- g) Conduct health awareness sessions, stress management workshops, and yoga classes.
- h) Promote a healthy lifestyle through regular exercise and balanced nutrition.

Long-Term Goals (3–8 years):

1. Faculty Certification Programs:

- a. Collaborate with reputed institutions to offer **certification programs** in teaching and research.
- b. Focus on specialized areas such as curriculum design, assessment, and educational leadership.

2. Advanced Pedagogy:

- a. Develop advanced workshops on **flipped classrooms**, blended learning, and project-based teaching.
- b. Encourage faculty to explore interdisciplinary teaching approaches.

3. Faculty Mentorship:

- a. Establish a formal **mentorship program** where experienced faculty guide junior colleagues.
- b. Foster a culture of continuous learning and mutual support.

4. Faculty Exchange Programs:

- a. Facilitate **faculty exchange** with other institutions to promote cross-learning and exposure.
- b. Encourage international collaborations for faculty development.

5. **Work-Life Balance:**

- a. Implement policies that promote a healthy **work-life balance** for faculty.
- b. Provide flexible work arrangements and support for personal well-being.

Financial Sustainability

It presents a financial plan that outlines revenue sources, budget allocation, and strategies for resource mobilization, including grants, sponsorships, and collaborations. It discusses measures for ensuring financial accountability and transparency.

Short-Term Goals (1-3 years):

1. **Alumni Engagement and Fundraising:**

- a. **Mobilize funds from** alumni using platforms like **Fundtree**.
- b. Create an active alumni network that contributes to various projects, both big and small.

2. **Corporate Social Responsibility (CSR) Tie-Ups:**

- a. Collaborate with specific industries for CSR initiatives.
- b. Seek partnerships with companies willing to support educational institutions.
- c. **Government Grants and Schemes:**
- d. **Research and apply for grants** available through various government departments.
- e. Explore schemes related to education, skill development, and infrastructure.

3. **Persistent Advocacy:**

- a. **Persistently engage with potential donors and sponsors** even if initial responses are not favorable.
- b. Regularly communicate the college's achievements and needs to stakeholders.

4. **Transparency and Accountability:**

- a. Implement robust financial reporting mechanisms.
- b. Ensure that all financial transactions adhere to ethical standards.

Long-Term Goals (3–8 years):

1. Entrepreneurship Cell Revenue Streams:

- a. Increase the visibility of **Entrepreneurship Cell** within the college by active participation of the students and making it a revenue generation stream for the college.
- b. Generate revenue through:
 - i. **Herbal Garden:** Cultivate and sell medicinal herbs and plants.
 - ii. **Integrated Farming:** Explore sustainable agricultural practices.
 - iii. **Software Development:** Offer software solutions to local businesses.
 - iv. **Consultancy Services:** Train faculty to provide consultancy services.

2. Financial Literacy and Training:

- a. **Train faculty** in financial management, fundraising, and grant writing.
- b. Encourage faculty to explore external funding opportunities.

TIMELINES AND MILESTONES

Academic Excellence

Short-Term Goals (1–3 years):

1. Autonomy

Year 1:

- a. **IQAC** : Strengthen IQAC with dedicated office and personnel
- b. **Criterion Groups:** Form criterion groups to prepare the the Self-Study Report as per NAAC quality framework
- c. **Quality Orientation:** Provide orientation of the faculty, administrative staff and students about the quality framework and accreditation process of NAAC
- d. **NAAC Accreditation:** Organize peer-team visits to receive the accreditation from NAAC.

Year 2:

- e. **NAAC SSR** : Prepare the Self-Study Report for NAAC to assess and accredit
- f. **NAAC Assessment:** Apply for NAAC assessment by submitting IIQA
- g. **NAAC Accreditation:** Organize peer-team visits to receive the accreditation from NAAC.

Year 3:

- h. **Application Process:** Initiate the process of applying for autonomous status.
- i. **Internal Assessment:** Evaluate the institution's readiness for autonomy.
- j. **Documentation Preparation:** Compile necessary documents for the application.
- k. **Faculty Training:** Train faculty on designing student-centric curricula.
- l. **Autonomous Status:** Attain autonomous status from UGC.
- m. **Curriculum Design:** Begin designing a flexible and student-centric curriculum.

2. Blended Learning:

Year 1:

- a. **Infrastructure Readiness:** Prepare classrooms with necessary technology for blended learning.
- b. **Faculty Training:** Train faculty on blended learning pedagogies.

Year 2:

- c. **Course Redesign:** Adapt existing courses for blended learning.
- d. **Content Development:** Create digital resources for online components.

Year 3:

- e. **Implementation:** Launch blended learning courses.
- f. **Feedback Collection:** Gather input from students and faculty for continuous improvement.

3. Research Integration:

Year 1:

- a. **Mapping Research Areas:** Identify research areas relevant to existing postgraduate programs.
- b. **Faculty Engagement:** Encourage faculty to integrate research into teaching.

Year 2:

- c. **Curriculum Mapping:** Align research projects with course content.
- d. **Student Involvement:** Involve postgraduate students in research activities.

Year 3:

- e. **Publication Culture:** Promote research publications within the institution.
- f. **Assessment Integration:** Include research components in final year assessments.

4. Industry Partnerships:

Year 1:

- a. **Industry Scouting:** Identify potential industry partners.
- b. **Collaboration Proposals:** Develop proposals for joint research and innovation projects.

Year 2:

- c. **Memorandums of Understanding (MoUs):** Sign MoUs with selected industries.
- d. **Student Exposure:** Arrange industry visits and guest lectures.

Year 3:

- e. **Project Implementation:** Execute joint projects with industry involvement.
- f. **Feedback Loop:** Continuously assess the impact of industry partnerships.

5. Innovation Council:

Year 1:

- a. **Formation:** Establish the Institution Innovation Council (IIC).
- b. **Coordinator Appointment:** Appoint a faculty coordinator for the IIC.

Year 2:

- c. **Student Engagement:** Encourage student-led innovation projects.
- d. **Industry Mentorship:** Involve industry experts in guiding student initiatives.

Year 3:

- e. **Challenges and Competitions:** Organize innovation challenges and competitions.
- f. **Institutional Culture:** Foster a culture of innovation across the campus.

Long-Term Goals (3–8 years):

1. Curriculum Design:

Year 3–8:

- a. **Customization:** Fully implement a customized curriculum aligned with industry demands.
- b. **Feedback Mechanism:** Regularly assess curriculum effectiveness.

2. Integrated Programs:

Year 3–8:

- a. **Industry Exposure:** Launch integrated programs with substantial industry exposure.
- b. **Enrollment Boost:** Attract more students through unique offerings.

3. Online Education:

Year 3–8:

- c. **Platform Development:** Develop a robust online education platform.
- d. **Hybrid Model:** Combine online learning with periodic on-campus sessions.

4. Research Culture:

Year 3–8:

- e. **Incentives:** Provide incentives for research publications and conference participation.
- f. **Research Seminars:** Organize regular research seminars and workshops.

5. Global Collaboration:

Year 3–8:

- g. **International Partnerships:** Seek collaborations for joint research and exchange programs.
- h. **Cross-Cultural Learning:** Facilitate global exposure for students and faculty.

Student-centric Activities

Short-Term Goals (1–3 years):

1. Gap Analysis Implementation:

Year 1:

- a. Conduct **gap analysis** for incoming students based on Program Educational Objectives (PEO), Program Outcomes (PO), and Program Specific Outcomes (PSO).
- b. Tailor the learning framework to address identified gaps.

Year 2:

- c. **Feedback Collection:** Gather input from faculty and students on the effectiveness of the tailored framework.
- d. **Continuous Improvement:** Adjust the framework based on feedback.

Year 3:

- e. **Assessment Metrics:** Establish metrics to measure the impact of the gap analysis implementation.
- f. **Quality Assurance:** Ensure alignment with accreditation standards.

2. Student Dashboard Development:

Year 1:

- a. **Requirements Gathering:** Identify key features for the comprehensive student dashboard.
- b. **Technology Selection:** Choose the appropriate platform for dashboard development.

Year 2:

- c. **Design and Development:** Create the dashboard interface with academic and extracurricular modules.
- d. **User Testing:** Involve students in testing and refining the dashboard.

Year 3:

- e. **Deployment and Training:** Launch the dashboard for student use.
- f. **Feedback Loop:** Continuously improve the dashboard based on user feedback.

3. Strengthening NCC/NSS/Rovers and Rangers:

Year 1:

- a. Allocate additional **funds** to enhance activities and resources for these groups.

- b. **Infrastructure Enhancement:** Improve facilities for NCC, NSS, Rovers, and Rangers.

Year 2:

- c. **Training Programs:** Organize specialized training sessions for group leaders.
- d. **Community Engagement:** Involve these groups in community service projects.

Year 3:

- e. **Recognition and Awards:** Acknowledge outstanding contributions by group members.
- f. **Sustainability Plan:** Develop a long-term strategy for maintaining group vitality.

4. Establishment of DBCCE (Don Bosco Centre for Career Excellence):

Year 1:

- a. **Staff Recruitment:** Hire qualified staff for DBCCE.
- b. **Partnership Building:** Collaborate with industry experts for exam preparation.

Year 2:

- c. **Curriculum Design:** Develop a comprehensive curriculum for career excellence.
- d. **Resource Acquisition:** Acquire necessary materials and tools.

Year 3:

- e. **Launch and Promotion:** Officially launch DBCCE and promote its services.
- f. **Student Enrollment:** Attract students interested in public service exams

5. Inclusivity and Diversity Promotion:

Year 2:

- a. **Outreach Programs:** Develop initiatives to ensure representation from every village in at least five panchayats.
- b. **Unnat Bharat Abhiyan:** Align with the national scheme for rural development.
- c. **Community Engagement:** Involve local communities in DBCY initiatives.

Long-Term Goals (4–6 years):

1. Capacity Building Projects:

Year 4–6:

- a. **Academic Schools Enhancement:** Strengthen schools that feed into DBCY.
- b. **Skills and Competencies:** Focus on enhancing students' skills and competencies.
- c. **Faculty Development:** Train faculty to deliver quality education.

These goals are dynamic and may evolve based on the college's context, available resources, and changing needs. Regular evaluation and adaptation are essential for sustained progress

Extension and Outreach

Short-Term Goals (1–3 years):

1. Community Engagement:

Year 1:

- a. **Community Outreach Center:** Establish a community outreach center as a liaison with local villages.
- b. **Community Service Days:** Initiate regular community service days involving students and faculty volunteers.

Year 2:

- c. **Skill Development Workshops:** Collaborate with industry partners to conduct skill development workshops for local residents.

- d. **Feedback Collection:** Gather feedback from participants to improve workshop effectiveness.

Year 3:

- e. **Community Needs Assessment:** Conduct surveys in selected villages to assess specific needs.
- f. **Village Adoption Plan:** Develop a detailed plan with clear objectives and immediate action items.

2. Social Responsibility:

Year 1:

- a. **Awareness Campaigns:** Launch campaigns on health, education, and environmental conservation.
- b. **College Fund:** Set up a fund to support local social initiatives.

Year 2:

- c. **Scholarship Program:** Establish a scholarship program for students from the local community.
- d. **Impact Measurement:** Evaluate the impact of awareness campaigns and the college fund.

Long-Term Goals (3–8 years):

1. Community Engagement:

Year 3–5:

- a. **Industry Partnerships:** Strengthen partnerships with industries for student internships focused on rural development.
- b. **Institute for Community Development Studies:** Expand the outreach center into a full-fledged institute.

Year 6–8:

- c. **Research and Innovation Hub:** Foster research and innovation related to community development.

- d. **Sustainable Projects:** Implement sustainable initiatives (clean water, renewable energy) in adopted villages.

2. Social Responsibility:

Year 3–8:

- a. **Clean Water Initiatives:** Execute projects that provide clean water access to villagers.
- b. **Renewable Energy Installations:** Promote renewable energy solutions.
- c. **Regular Reporting:** Monitor progress and report on social responsibility initiatives.

3. Societal Needs:

Year 3–8:

- a. **Five-Year Development Program:** Execute a comprehensive program addressing health, education, employment, and environmental sustainability.
- b. **Metrics Tracking:** Regularly track indicators (health improvements, literacy rates, employment opportunities, environmental impact).

Infrastructure and Learning Resources

Short-Term Goals (1–3 years):

1. Classrooms:

Year 1:

- a. **Upgrade Furniture:** Replace existing classroom furniture with modern, flexible desks and chairs.
- b. **Smart Boards Installation:** Install **smart boards** in all classrooms for interactive learning.

Year 2:

- c. **Collaborative Spaces:** Create small group collaboration areas within classrooms.
- d. **Writable Surfaces:** Add **mobile whiteboards** or writable surfaces for brainstorming.

Year 3:

- e. **Feedback and Adaptation:** Gather feedback from faculty and students on the new setup.
- f. **Fine-Tuning:** Adjust furniture arrangements based on usage patterns.

2. Laboratories:

Year 1:

- a. **Equipment Procurement:** Purchase modern equipment for computer labs.
- b. **Hands-On Learning:** Enhance practical learning experiences for students.

Year 2:

- c. **Lab Safety Measures:** Implement safety protocols for lab equipment usage.
- d. **Faculty Training:** Train lab staff on equipment maintenance.

Year 3:

- e. **Research Labs:** Explore specialized research labs for advanced studies.
- f. **Collaboration Opportunities:** Foster collaboration with other institutions.

3. Library:

Year 1:

- a. **Digital Resources Expansion:** Increase digital resources available in the library.
- b. **Online Catalog:** Create an **online catalog** for easy access to library materials.

Year 2:

- c. **User Training:** Conduct workshops to educate students and faculty on using digital resources.
- d. **Feedback Collection:** Gather input on the effectiveness of digital library services.

Year 3:

- e. **International Journals Access:** Develop a research center within the library.

- f. **Database Integration:** Provide seamless access to international journals and databases.

Long-Term Goals (3–8 years):

1. Classrooms:

Year 3–5:

- a. **Additional Classrooms:** Construct new classrooms to accommodate growing student numbers.
- b. **Auditorium:** Build an auditorium to accommodate large gatherings.

Year 6–8:

- c. **Advanced Learning Spaces:** Explore innovative classroom designs for active learning.
- d. **Flexible Infrastructure:** Ensure adaptability for changing teaching methods.

2. Laboratories:

Year 3–8:

- e. **Specialized Research Labs:** Establish labs for advanced studies and research.
- f. **Equipment Upgrades:** Regularly update lab equipment based on technological advancements.

3. Library:

Year 3–8:

- g. **Digital Repository:** Expand the digital collection with more e-books, journals, and databases.
- h. **User Experience Enhancement:** Continuously improve the online catalog and search features.

Maintenance Plans:

1. Routine Maintenance:

- a. **Yearly Inspections:** Conduct yearly inspections of all facilities.
- b. **Repairs and Upkeep:** Address any wear and tear promptly.

2. IT Infrastructure Maintenance:

- a. **Dedicated IT Team:** Set up a team to handle IT systems maintenance.

b. **Regular Updates:** Keep Wi-Fi networks and LMS up-to-date.

3. **Equipment Management:**

a. **Usage Monitoring:** Regularly assess sports and lab equipment usage.

b. **Replacement Strategy:** Replace outdated equipment as needed.

Faculty Development and Welfare

Short-Term Goals (1–3 years):

1. Faculty Orientation Workshops:

Year 1:

- a. **Conduct initial orientation workshops** for new faculty members.
- b. Introduce them to the college’s culture, policies, and teaching methodologies.
- c. Cover topics such as **classroom management**, assessment techniques, and student engagement.

Year 2:

- d. **Advanced Workshops:** Organize workshops on **innovative teaching methods**.
- e. Train faculty in using technology effectively for teaching and assessment.

Year 3:

- f. **Feedback and Refinement:** Gather feedback from participants to refine workshop content.
- g. Evaluate the impact of orientation on faculty performance.

2. Research Skill Enhancement:

Year 1:

- a. Encourage faculty to participate in **research workshops** and conferences.
- b. Promote collaboration with other institutions for joint research projects.

Year 2:

- c. **Interdisciplinary Exposure:** Facilitate interactions with researchers from diverse fields.
- d. Explore opportunities for **cross-disciplinary research**.

Year 1:

- e. **Publication Goals:** Set targets for faculty to publish research findings.
- f. Monitor progress and provide necessary support.

3. Health and Well-Being:

Year 1:

- a. Conduct **health awareness sessions** on nutrition, exercise, and stress management.
- b. Promote a **healthy lifestyle** among faculty members.

Year 2:

- c. **Yoga and Mindfulness:** Introduce regular yoga classes and mindfulness practices.
- d. Encourage faculty to prioritize their well-being.

Year 3:

- e. **Holistic Wellness:** Address mental health, work-life balance, and emotional well-being.
- f. Create a supportive environment for faculty members.

Long-Term Goals (3–8 years):

1. Faculty Certification Programs:

Year 3–5:

- a. Collaborate with reputed institutions to offer certification programs in teaching and research.
- b. Focus on specialized areas such as **curriculum design**, assessment, and educational leadership.

Year 6–8:

- c. **Continuous Learning:** Encourage faculty to pursue **lifelong learning** through certifications.
- d. Recognize faculty achievements through certifications.

2. Advanced Pedagogy:

Year 3–5:

- a. Develop advanced workshops on **flipped classrooms**, blended learning, and project-based teaching.
- b. Encourage faculty to explore **interdisciplinary teaching approaches**.

Year 6–8:

- c. **Innovation Hub:** Establish a center for pedagogical innovation.
- d. Showcase faculty-led initiatives and best practices.

3. Faculty Mentorship:

Year 3–5:

- a. Formalize a **mentorship program** where experienced faculty guide junior colleagues.
- b. Foster a culture of **knowledge sharing** and mutual support.

Year 6–8:

- a. **Leadership Development:** Identify potential mentors and mentees for leadership roles.
- b. Evaluate the effectiveness of mentorship programs.

4. Faculty Exchange Programs:

Year 3–8:

- a. Facilitate **faculty exchange** with other institutions to promote cross-learning.
- b. Encourage international collaborations for faculty development.

- c. Monitor the impact of exchange programs on faculty growth.

5. Work-Life Balance:

Year 3–8:

- a. Implement policies that promote a **healthy work-life balance** for faculty.
- b. Provide flexibility in work arrangements.
- c. Regularly assess faculty satisfaction with work-life balance initiatives.

Financial Sustainability

Short-Term Goals (1–3 years):

1. Alumni Engagement and Fundraising:

Year 1:

- a. **Mobilize Alumni:** Launch an alumni engagement campaign through platforms like Fundtree.
- b. **Create Alumni Network:** Establish an active alumni network and encourage their involvement in college activities.

Year 2:

- c. **Fundraising Events:** Organize fundraising events (alumni meets, webinars, etc.) to generate funds.
- d. **Project-Specific Contributions:** Encourage alumni to contribute to specific projects (infrastructure, scholarships, etc.).

Year 3:

- e. **Impact Assessment:** Evaluate the impact of alumni contributions on college projects.
- f. **Recognition:** Acknowledge and honor alumni donors publicly.

2. Corporate Social Responsibility (CSR) Tie-Ups:

Year 1:

- a. **Industry Mapping:** Identify industries aligned with the college's mission.
- b. **Initial Outreach:** Initiate discussions with potential CSR partners.

Year 2:

- c. **Collaboration Agreements:** Sign formal agreements with selected industries.
- d. **Project Alignment:** Align CSR initiatives with college priorities (skill development, infrastructure, etc.).

Year 3:

- e. **Impact Measurement:** Evaluate the impact of CSR projects.
- f. **Sustainability:** Ensure long-term collaboration with CSR partners.

3. Government Grants and Schemes:

Year 1:

- a. **Grant Research:** Explore government grants available for education and **infrastructure**.
- b. **Application Preparation:** Begin preparing grant applications.
 - **Application Submission:** Submit grant proposals to relevant departments.
 - **Scheme Exploration:** Investigate specific schemes related to skill development.

Year 2:

- c. **Grant Utilization:** Efficiently utilize received grants for college development.
- d. **Compliance:** Ensure compliance with grant terms and reporting requirements.

4. Persistent Advocacy:

Year 1–3:

- e. **Stakeholder Engagement:** Regularly engage with potential donors, sponsors, and stakeholders.
- f. **Communication Channels:** Use newsletters, social media, and events to share college achievements and needs.

- **Relationship Building:** Cultivate long-term relationships with donors.

5. Transparency and Accountability:

Year 1:

- a. **Financial Reporting Mechanisms:** Implement robust systems for financial reporting.
- b. **Ethical Standards:** Ensure all financial transactions adhere to ethical norms.
- c. **Regular Audits:** Conduct periodic audits for transparency.

Long-Term Goals (3–8 years):

1. Entrepreneurship Cell Revenue Streams:

Year 3–5:

- a. **Cell Establishment:** Set up a robust **Entrepreneurship Cell** within the college.
- b. **Student Participation:** Encourage active student participation in entrepreneurship activities.

Year 6–8:

Revenue Diversification:

- a. **Herbal Garden:** Cultivate and sell medicinal herbs and plants.
- b. **Integrated Farming:** Explore sustainable agricultural practices.
- c. **Software Development:** Offer software solutions to local businesses.
- d. **Consultancy Services:** Train faculty to provide consultancy services.

2. Financial Literacy and Training:

Year 3–5:

- a. **Faculty Training:** Conduct workshops on financial management, fundraising, and grant writing.
- b. **External Funding Exploration:** Encourage faculty to explore external funding opportunities.

Year 6–8:

- a. **Faculty Empowerment:** Ensure faculty are well-versed in financial matters.
- b. **Resource Mobilization:** Faculty actively participate in grant applications and fundraising.
- c. Provide a timeline indicating when specific goals and initiatives are expected to be achieved, along with key milestones and indicators of progress.

GOVERNANCE AND LEADERSHIP

This section describes the mechanisms for effective governance to implement the institution perspective plan by the governing body, management council, college council, and various committees. It includes plans for leadership development and succession planning.

A bottom up approach is adopted to realize the IPP beginning with the student community, faculty of the departments, college council, management council and the governing body.

Faculty members of the department review IPP annually and propose strategies and action items with deliverables that can be achieved by them. Consolidating the inputs from the departments, the management council makes the annual plan for the implementation of IPP addressing the areas which are not yet covered. The elaborate annual plan is presented to the management council who will explore the financial and human resources needed including experts of the specific domain. The management council gets the consent and approval of the governing body as per the norms fixed. For eg,, any purchase above Rs 2,00,000. Must get the approval of the provincial and his council.

Mechanisms for Effective Governance

The successful implementation of the Institution Perspective Plan (IPP) relies on robust governance structures. The following bodies play key roles in ensuring effective governance:

1. Governing Body:

- a. The governing body, comprising eminent individuals, oversees the strategic direction of the college.
- b. It approves major decisions related to policies, finances, and institutional development.
- c. The governing body ensures adherence to legal and regulatory norms.

2. Management Council:

- a. The Management Council, led by the Principal, consists of senior administrators, faculty representatives, and external experts.
- b. It operationalizes the IPP by translating strategic goals into actionable plans.
- c. The Management Council collaborates with various committees to execute the IPP effectively.

3. College Council:

- a. The College Council, consisting of department heads, faculty representatives, and student representatives, plays a vital role.
- b. It reviews and aligns departmental plans with the IPP.
- c. The College Council ensures that departmental activities contribute to the overall institutional goals.

4. Committees:

- a. Various committees (based on NAAC criterion) work collaboratively to implement the IPP.
- b. Every action item under focal areas of various core aspects are assigned to individual committees. These committees ensure the expected outcome with detailed planning, execution, monitor progress, address challenges, and propose necessary adjustments of the goal desired.

Leadership Development and Succession Planning

1. Bottom-Up Approach:

- a. Faculty members annually review the IPP and propose strategies aligned with their departments.
- b. The Management Council consolidates department inputs to create an annual plan.
- c. This approach ensures ownership and alignment with department-specific goals.

2. Annual Plan Development:

- **Year 1:**
 - a. **Financial and Human Resource Assessment:** The Management Council assesses resource needs.
 - b. **Expert Involvement:** Engage domain experts to validate the annual plan.
- **Year 2:**
 - a. **Resource Allocation:** Allocate financial and human resources based on the annual plan.
 - b. **Approval Process:** Obtain governing body approval as per established norms.
- **Year 3:**
 - a. **Financial Oversight:** Monitor resource utilization and adjust as needed.
 - b. **Review and Adaptation:** Regularly review the annual plan and adapt based on progress and changing needs.

It is highlighted that transparency, accountability, and stakeholder involvement are critical for effective governance and leadership .

Quality Assurance and Accreditation

This section describes how a detailed plan is done to implement and enhance quality assurance mechanisms, including self-assessment, internal reviews, and monitoring of academic and administrative processes. It explains strategies for addressing feedback and recommendations from accreditation and assessment processes.

1. Internal Quality Assurance Cell (IQAC)

- **Objective:** The IQAC ensures quality enhancement through continuous self-assessment and improvement.
- **Composition:** Form an IQAC comprising faculty members, administrators, and external experts.
- **Functions:**
 - a. Conduct self-assessment of academic and administrative processes.
 - b. Facilitate internal reviews to identify areas for improvement.

- c. Monitor the implementation of quality enhancement initiatives.

2. Annual Quality Assurance Report (AQAR):

- **Purpose:** The AQAR documents the institution's quality initiatives and progress.
- **Components:**
 - a. Self-Assessment: Reflect on achievements, challenges, and future plans.
 - b. Feedback and Recommendations: Address feedback from stakeholders and recommendations from accreditation processes.
 - c. Quality Enhancement Measures: Describe actions taken to enhance quality.

3. Accreditation Process:

4. Feedback Loop:

- Regularly assess the effectiveness of quality enhancement measures.
- Address feedback and recommendations promptly.
- Continuously adapt and improve processes.

It is to be emphasized that transparency, accountability, and stakeholder involvement are critical for effective governance and quality assurance. The NAAC accreditation process involves self-assessment, external peer assessment, and a commitment to continuous improvement

KEY IPP REALIZATION INDICATORS

Based on the above goals, timelines, activities and results, dbcyc intends to achieve the following during the planning period of eight years from the academic year 2022-2023 until 2029-2030. The below metrics will be evaluated every quarter by the IQAC

Academic Excellence

1. Academic Programs: Offer 10 undergraduate, 5 postgraduate, and 5 research programs.
2. PVC Courses: Introduce 60 certificate and 15 diploma courses.
3. Curriculum Enrichment: Launch 60 certificate courses for curriculum enrichment.
4. **Student Enrollment:** Achieve an on-campus enrollment of 1600 students and 1400 students for online programs.
5. Student-Teacher Ratio: Maintain a ratio of 20:1 or better.
6. Pass Percentage: Attain a pass percentage of 98% or higher.
7. Research Publications: Aim for each faculty member to publish at least two research papers annually.
8. Book Publications: Have 50% of faculty members publish books.

9. Patents: File for at least 5 patents per year.
10. Research Grants: Secure a minimum of ₹1 crore annually for research funding.

Student Centric Activities

1. Placement and Higher Studies: Ensure 80% of graduates secure employment or pursue further studies.
2. Student Scholarships: Provide scholarships to 80% of the student body.
3. Public Service Careers: Facilitate career advancement in public services for at least 10 students annually.
4. Alumni Contributions: Garner a minimum of ₹1 crore per year from alumni for scholarships.
5. Alumni Chapters: Establish and maintain at least ten active alumni chapters.

Extension and Outreach

1. Extension Activities: Conduct at least 100 extension activities per year.
2. Herbal Products: Generate ₹20 lakh per annum from herbal product sales.
3. Waste Management: Implement holistic waste management to earn ₹5 lakh per annum.
4. Organic Garden: Develop an organic vegetable garden for internal consumption.
5. Miyawaki Forests: Create Miyawaki forests in every village of the Hills.

Faculty Development

1. Teacher Profile: Ensure 60% of faculty in each department meet UGC norms filling up all the required posts.
2. Faculty Development Workshops: Ensure faculty participate in at least ten days of FDP annually.

Infrastructure Development and Maintenance

1. Energy Conversion: Transition 60% of energy usage to alternative sources.
2. Infrastructure: Complete separate blocks for each department, offices for centers/committees, and a spacious auditorium.

Financial Sustainability

MONITORING AND EVALUATION

This section describes the mechanisms that will be in place to monitor the implementation of the IPP, including periodic reviews, assessments, and feedback loops. The progress towards achieving the outlined goals will also be evaluated.

1. Role of IQAC

The IQAC ensures quality enhancement through continuous self-assessment and improvement.

Functions:

1. Self-Assessment:

- a. Conduct regular self-assessment of academic and administrative processes.
- b. Evaluate adherence to quality benchmarks.
- c. Identify areas for improvement.

2. Internal Reviews:

- a. Facilitate internal reviews involving faculty, administrators, and external experts.
- b. Assess progress toward IPP goals.
- c. Identify bottlenecks and challenges.

3. Monitoring Implementation:

- a. Regularly monitor the execution of quality enhancement initiatives.
- b. Ensure alignment with institutional goals.
- c. Track resource utilization.

2. Annual Quality Assurance Report (AQAR):

The AQAR documents the institution's quality initiatives and progress.

Components:

1. Self-Assessment:

- a. Reflect on achievements, challenges, and future plans.
- b. Analyze progress toward IPP objectives.
- c. Include quantitative data (e.g., student outcomes, faculty development).

2. Feedback and Recommendations:

Address feedback from stakeholders (students, faculty, staff, and community).

Incorporate recommendations from accreditation processes (e.g., NAAC).

3. Quality Enhancement Measures:

- a. Describe specific actions taken to enhance quality.
- b. Highlight successful initiatives and improvements.

3. Annual Plan:

Bottom-Up Approach is applied in implementing IPP.

1. Faculty Involvement:

- a. Faculty members review the IPP annually.
- b. Propose strategies aligned with departmental goals.

2. Annual Plan Development:

- a. Allocate resources based on the annual plan.
- b. Obtain governing body approval.
- c. Execute the plan and monitor progress.

4. Feedback Loop and Continuous Improvement:

1. Regular Assessment:

- a. Evaluate the effectiveness of quality enhancement measures.
- b. Use both qualitative and quantitative data.
- c. Identify areas needing adjustment.

2. Adaptation:

- a. Address feedback and recommendations promptly.
- b. Continuously adapt processes based on changing needs.

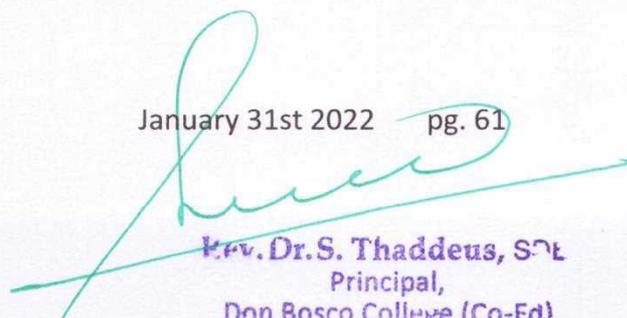
CONCLUSION

This IPP OF Don Bosco college, co-created with students, staff, and management, propels us toward academic excellence, student-centric growth, and financial sustainability. Through faculty development and upgraded infrastructure, we foster an intellectually vibrant campus. Inspired by Saint John Bosco and FR Francis Guezou, we shall continue to illuminate minds, inspire hearts, and impact society as per the dynamic policies for the development and growth of higher education given by the government bodies and the society of St Francis de Sales (known as Salesian Society of Don Bosco).

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APPENDIX: NEP IMPLEMENTATION

To implement in DBCY, Key Focus Areas are defined as given below.

- The vision and mission statements of the institution, reflecting its core values, identity, and aspirations. This needs to be communicated to all stakeholders and
- The SWOT analysis of the institution, identifying its strengths, weaknesses, opportunities, and threats
- The goals and objectives of the institution, aligned with the NEP 2020 and the national and global priorities
- The strategies and action plans of the institution, specifying the activities, timelines, resources, responsibilities, and outcomes
- The governance and leadership structure of the institution, ensuring autonomy, accountability, transparency, and participation
- The academic and administrative reforms of the institution, implementing the NEP 2020 recommendations such as multidisciplinary education, choice-based credit system, academic bank of credit, holistic assessment, etc.
- The quality assurance and accreditation mechanisms of the institution, adhering to the standards and norms of the National Assessment and Accreditation Council (NAAC)
- The research and innovation ecosystem of the institution, fostering a culture of inquiry, creativity, and excellence
- The extension and outreach activities of the institution, engaging with the society, industry, and the global community
- The monitoring and evaluation system of the institution, measuring the progress and impact of the IPP and ensuring continuous improvement