# SELF STUDY REPORT

FOR

# 2<sup>nd</sup> CYCLE OF ACCREDITATION

## ASSAM DON BOSCO UNIVERSITY

TAPESIA GARDENS, KAMARKUCHI VILLAGE, SONAPUR
782402
www.dbuniversity.ac.in

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**March  2021**

# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

Assam Don Bosco University is the first University in India of the worldwide family of Don Bosco Society, working in 132 countries and currently catering to the educational and developmental needs of 9 million young people, and known for its unique student-centred pedagogical heritage, the distinctive educational philosophy and method of Don Bosco institutions worldwide.

The University was formally established as a State Private University by the Assam Don Bosco University Act 2009, and notified in Assam Government Gazette No. LGL 149/2008/30 dated 12th February 2009, as specified by UGC under section 22 of the UGC Act 1956.

The University is recognized by

- The University Grants Commission (UGC) since 2009
- Accredited by National Assessment and Accreditation Council (NAAC) in 2014 and 2018
- The Distance Education Council (DEC) since 2010
- The All India Council for Technical Education (AICTE) since 2008.

It was accorded certification under Section 12B of the UGC Act on 13th June 2017.

The University is a member of

- The Association of Indian Universities (AIU, New Delhi) since 30th November 2013
- The Commonwealth Association of Universities (ACU, London) since 18th October 2011
- The International Association of Universities (IAU, Paris) since 29th November 2011
- The Association of Don Bosco Institutions of Higher Education (IUS, Rome) since 10th December 2007

The University focuses on the following core purposes of Higher Education:

1. Contributing to national development by eminently serving the cause of social justice, ensuring equity and increasing access to higher education
2. Fostering global competencies among Students by making the ability to function on a global scale as a part of our vision statement and by striving for internationally acceptable standards
3. Inculcating among the university community essential and desirable values, cherished by our ancient civilization as well as by core universal human values
4. Enthusiastic adoption of ICT-enabled processes for teaching, administration, databases, resource-sharing and networking.

**Vision**

**Vision Statement**

"To mould intellectually competent, morally upright, socially committed and spiritually inspired persons, at the

service of India and the world of today and tomorrow, by imparting holistic and personalized education."

**Mission**

**Mission Statement**

1. *Our Role* - to be a centre for culture, knowledge, research, intellectual ferment; for critical thinking and analysis of whatever shapes and impacts human life: culture, politics, governance, religion, education, health care etc.
2. *Our Commitment* - to make professional and higher education accessible to the weaker sections of society.
3. *Our Endeavour* - to ensure that our graduates become dependable human leaders with a strong sense of commitment to the disadvantaged.

# 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

**Institutional Strength**

**Institutional Strengths**

- Academic autonomy, a core feature, driven by competent faculty members.
- Continuous curriculum upgradation based on stakeholder feedback and thoroughly mapped to Programme Specific Outcomes, Programme Outcomes and Course Outcomes
- Enviable research climate among faculty and students aided by a dedicated Director of Research and annual bursaries.
- Strong support for consultancy with internal and external fund provisions.
- A fine-tuned Human Resource Management system that ensures 'a shared vision, a cohesive team and an engaging work culture'.
- An excellent cadre of Faculty with their Doctoral degrees from outstanding institutes.
- Meticulously planned and implemented programmes for the personal and professional development of its faculty and students that have the cumulative impact of forming 'dependable' human beings.
- An over-arching student-centric focus with a cumulative impact of forming 'dependable' human beings.
- Emphasis on employability, innovation and entrepreneurial eco-system across curricula, industry collaborations and consultancy.
- Ample and outstanding infrastructure admired and awarded for its aesthetics, functionality, maintenance and eco-consciousness.
- Visionary and collegial governance structures imbued with time-tested Don Bosco heritage.
- Vibrant international exposure through collaborations with Universities and Associations.
- Frequent sessions and semesters on campus by renowned Fulbright Scholars and professors from foreign universities.
- Nearly 300 acres of land for further expansion
- A locational advantage in Guwahati, the gateway to the North-East and South East Asian Countries enhancing student and faculty exchange.

**Institutional Weakness**

**Institutional Weaknesses**

- Limited external research grants and no access to government grants.
- Limited industry interface being a young university.
- Slow adoption of inter-disciplinary research.
- Tardy growth in admissions in some of the Masters programmes.
- Lack of funds to set up a central sophisticated instrumentation lab.
- Limited transport facilities for staff and students.

**Institutional Opportunity**

**Institutional Opportunities**

- Capitalizing on the University's experience in using ICT for quality teaching and innovation in pedagogy
- Building further on the in-house expertise in providing blended learning
- Opportunity for increased interaction with industries to introduce industry specialized programs and to improve employability and student skill-sets.
- Scope for aggressive admission strategies to increase student intake across programmes.
- Using more the resources of the international network of Don Bosco Society to attract more foreign students.
- Exploiting more the collaborations with Universities to accelerate international exposure for the faculty and students.
- Increasing the University's focus on socially relevant research and innovations.
- Scope for attracting large research grants for inter-disciplinary projects from government departments and key grant givers.
- Building on the credibility enjoyed by the University with MSME in providing technical consultancy to establish a regional entrepreneurship hub for Government projects in the region.

**Institutional Challenge**

**Institutional Challenges**

- Retention of quality faculty members owing to establishment of new institutions and Universities by the government.
- Understanding and catering to the bourgeoning expectations of the stakeholders.
- Attracting quality admissions for some of the programmes.
- Exorbitant cost of establishing sophisticated research facilities due to paucity of resources.
- Rapid obsolescence of equipment and services due to fast changes in technology
- Competition due to imminent arrival of campuses of international universities in the country
- Limited number of large-scale industries in the region.

# 1.3 CRITERIA WISE SUMMARY

**Curricular Aspects**

**Curriculum Design and Development**

- Exposure of the faculty to regular updating seminars and conclaves of Statutory Bodies and successfully reducing credit overload for engineering courses
- Holding regular workshops to train Faculty and Students on the intricacies of Bloom's Taxonomy for modifying course curriculum according to the Taxonomy principles.
- Arranging extensive training and workshops for the faculty on OBE in order to formulate POs/PSOs/ COs for all programmes.
- UGC CBCS is fully adopted

**Academic Flexibility**

- Every programme undergoes an annual review and curriculum upgrade.
- Wide range of Open Electives and Program Electives under CBCS.
- Adequate choice between discipline specific, interdisciplinary and multidisciplinary electives.
- One semester is set aside to complete an internship
- An annual increase of 9% in Programmes offered by the University
- Blended learning and MOOCs Courses, especially from SWAYAM, woven into academic structure

**Curriculum Enrichment**

- Extensive sessions in soft skills and interactive quizzes on the intranet and tutorials for professional entrance tests to enrich academic inputs.
- Summer schools to provide training in cutting edge, industry-oriented software and exposure to virtual labs.
- Exposure trips to industries and classroom interactions with industry experts
- Courses on Professional Ethics, Human Values, Gender Sensitivity and Environment
- Several Value-added and Certificate Courses are geared to prepare the students for industry
- A choice of foreign language courses

**Curriculum Feedback System**

- Feedbacks from all stakeholders (students, faculty, alumni, industry representatives and parents) are collected through online surveys and parent-teacher meets resulting in:
- 100% programme revision in the last 5 years
- 45% new courses introduction
- A focus on employability potential
- Integration of online courses as program elective courses

**Teaching-learning and Evaluation**

**Student Enrolment and Profile**

- A detailed Prospectus of the University is freely downloadable.
- Results of Entrance Tests are declared on the website ensuring transparency.
- All details of fees are available on website, and all payments are through digital transactions only.
- 60% of students are from outside Assam including a few foreign students.
- 47% are girl students, and 57% belong to Scheduled Castes and Scheduled Tribes.

**Catering to Student Diversity**

- Targeted recruitment and admission plans ensure that the university is a mosaic of cultures, languages, races, religions and socio-economic backgrounds.
- Remedial Courses in aptitude and communication skills help ensure personal learning challenges.
- Glossaries of technical terms with their corresponding terms in vernacular languages are provided.

**Teaching-Learning Process**

- Every student is provided with the Academic Calendar, detailed Syllabi and Regulations containing the latest curriculum, teaching and evaluation methods and the plans for co-curricular and extra-curricular activities, seminars, workshops, conferences, training programmes, etc.
- LMS at the start of every semester contain Course Plans/Course Schedules.
- 40% weightage for Internal assessment results in a Formative Assessment Process to improve course attainment levels.
- Outcome Based Education (OBE) is built into the Course structures; and blended learning opportunities provided by e-learning resources supplement learning process.
- Participative and Group Learning is encouraged.
- LCD projectors are ubiquitous in a fully Wi-Fi enabled campus.

**Teacher Profile and Quality**

- FDP Programmes on personal and professional growth of the faculty are organized every semester.
- Faculty to Student ratio across the university is 1:14.
- 47% of the faculty have PhD degree.
- 30% faculty are currently working on their PhD.
- 35% faculty guide PhD students and rest are associated as Co-guide.

**Evaluation Process and Reforms**

- 100% automation of the examination division is achieved.

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- The results are published within a month of the examinations.
- Grade moderation is done with the involvement of every department.
- Open Book exams are held for limited number of courses.
- A complete online examination platform has been developed with large question banks to provide each student with a unique Question Paper mapped to the outcome and taxonomy levels.

## Research, Innovations and Extension

## Promotion of Research and Facilities

To be effective in its efforts and investment in research, ADBU focusses on multidisciplinary research, socially relevant research and applied research. The University emphasizes research in all traditional disciplines – science, engineering, humanities and social sciences. This convergence of focus on types of research and wide areas of research has enabled the University to create and maintain a vibrant research culture spanning the entire academic community. All this is articulated in a policy document on research and allied documents on plagiarism, ethics and safety. This, in turn, has created an enabling environment that nurtures, promotes and fosters research culture in ADBU.

## Faculty Award Incentives for Research Publication

- Strong Institutional Linkages with 46 functional MOUs
- Seed /Endowment grants for research quality enhancement
- Publication of Research achievements by faculty and students
- 50 awards for research and innovation and 9 patents
- Short term Research Fellowship
- Faculty Travel Grant for International workshops

## Resource Mobilization for Research

- 38 sponsored research projects worth Rs. 3.20 crores
- Rs. 1.05 crores seed money given to faculty for their research
- 135 workshops/ seminars/ conferences conducted on Research methodology, Intellectual Property Rights, entrepreneurship, skill development
- ADBU is one of two Universities to be awarded Atal Incubation Center in Assam
- Innovation Ecosystem through award-winning participation in ARIIA and Hackathons
- Incubation center with rent free space and support facilities being set up

## Research Publications and Awards

- 71 books/book chapters/journal papers/conference proceedings published in past five years
- 2226 citations with 3.91 as citation index

- 136 publications in past five years
- H-index -20
- 39 Doctorates have been awarded

## Consultancy, Extension Activities, Collaboration

- Consultancy Projects worth over Rupees 30 crores are currently being handled
- 2 Credit Course on 'Service Learning' for all students
- 200 to 400 hours of community work for all (100%) students
- Over 200 extension activities
- Several national (FICCI, AICTE) and international (APAC, IAU) awards for community engagement
- 12 villages adopted for extension works

## Infrastructure and Learning Resources

## Infrastructure and Learning Resources

ADBU has an impressive array of classrooms, laboratories and facilities, ample academic and administrative areas, staff and student residences, recreational and sports facilities, utilities and services, plantations and orchards, parks and quiet corners, cycle paths and jogging trails, a bio-diversity park, two amphitheaters, several performance areas, a crèche and a health center.

- Built-up area of 1,23,791 Square Metres
- All 109 classrooms, 58 laboratories and 10 seminar halls are ICT-enabled
- 2 Language labs, several media labs
- 10 auditoriums and Conference Halls (Capacities of 1x3000, 1x2000, 1x450, 3x300, 4x150)
- 12 Hostels with a capacity for 2400 students
- Campus and hostels covered by CCTV, fire alarms and round the clock security services
- Ample Playgrounds on all 3 campuses
- 320 Kilowatts of grid-connected Solar Power Plant
- Round the clock security ensured by a Professional Security Firm
- Own water resources - 5 Lakes spread over 17 acres, 3 water reservoirs with a storage capacity of 3,50,000 litres, 9 bore-wells

## Internet and ICT resources

- Dedicated Leased lines of 1.15 GBPs
- 8 high-end Servers provide LAN and Wi-Fi access across the campuses.

## ERP and Intranet Facilities

- An ERP Server and subsidiary intranet Servers ensure complete computerization (administration, academics, examination, Library)
- Digital transactions for Fee collection, canteens and outlets
- Use of Moodle as a teaching platform has made blended learning a reality.

## Library Resources

- Web OPAC makes all library resources accessible on campus and remotely.
- ADBU Android App provide access through mobiles.
- 29,644 printed books, 3,890+ e-Journals, 1,500+ e-books
- NDL and DELNET memberships add 5,898,638+ e-resources.
- Fully automated with Koha ILMS and RFID-enabled.
- Institutional repository (DSpace)

## Maintenance of Campus Infrastructure

The University is admired for the sheer beauty and cleanliness of its campuses and the proud sense of ownership and commitment displayed by its maintenance staff. This marvelous confluence of nature and architectural beauty showcases planned development, eco- consciousness and sustainability priorities.

## Student Support and Progression

## Student Support

The best description of ADBU is that it is a student-centric University – to mould them into dependable persons who 'live life in its fullness' and reach out to the world around them in compassion. All its resources serve just this one purpose.

- 5 boys hostels, 7 girls hostel with more than 2400 residents
- 2361 students benefitted with scholarships worth Rs 7.77 Crores
- 100% of students covered by placement training
- Student Welfare and Administrative Officers provide 24-hour student support
- Standing committees for ragging prevention, women's grievances redressal
- A very pro-active Training & Placement Officer and Career Development Cell
- Summer Internships and Training Programs facilitated with the corporate world
- Student Development Programmes of high caliber held every semester

## Student Progression

- 38.86% of passing out students received placement in the last five years
- 25.46% of students were pursuing higher studies in the last academic year.

- 95% of students graduate on time

## Student Participation and Activities

- 501 students have won national/international acclaim in sports/cultural/technical events
- Travel grants are given to students participating in international/national events
- 24 active associations and clubs for student activities
- Annual events - D'VERVE & BOSOCSIAD (intra-college sports and cultural festival) and PRAJYUKTTAM (an inter-institution technical festival), NERICT (an inter college sports tournament), Curtain Call (Inter College Drama competition), World of Science, Blood Donation Camps, Vita Scientia Club Activity, and many more.
- 2 credit 'Service Learning Course' to sensitize students to community engagement
- 200 to 400 hours of community service, followed by reporting and reflection
- A University Association, a unique representative body of students, faculty, staff and management, plan and execute all important activities of the University

## Alumni Engagement

- 1570 registered alumni
- Alumni sponsored several outreach programmes and workshops for Orphan Girls
- Has international and national affiliations with Don Bosco Past Pupils Association

## Governance, Leadership and Management

## Basic Principles of Governance

- A well-defined Concept Paper enshrining its vision, mission and objectives
- A clearly enunciated Strategic Development Plan (now in its Fourth Phase)
- Periodic Strategic Planning Retreats for review and prospective planning

## Structures of Governance

- Governing Body of Don Bosco Society for Visioning and overall Policies
- Governing Body of the University for specific Policy Decisions and Guidelines
- Board of Management for Administrative Decisions, Executive Guidelines and streamlining of all activitiest
- Academic Council for all academic matters
- IQAC for quality management
- Directors for Human Resources, Research, Academics, Student Welfare, Security

**Style of Governance and Management**

- Participative –involvement of all stakeholders
- Decentralized – cascading decision-making to every level
- Collective – engendering a sense of ownership

**Financial Management and Resource Mobilization**

- Transparent Fee Structure on website
- ERP for all digital and cashless transactions
- A Consultancy Policy and a Centre for Consultancy
- Meticulous Internal Audit and Statutory External Audit
- Strategic partnerships with Foundations for infrastructure development

**Faculty Empowerment Strategies**

- FDP every semester for personal and professional growth
- Transparent appraisal system communicated individually
- Clear career advancement scheme
- A much acclaimed Employee Service Manual
- Faculty participation in recruitment of new faculty
- Special Leave to pursue PhD and Postdoc
- Seed grants for Doctoral research
- Medical and Accident insurance and ESI

**Internal Quality Assurance System**

- IQAC, established in 2011, is now a 22 member body with a Quality Policy that pegs quality indicators against NIRF and NAAC parameters
- IQAC and the Registrar's Office collect monthly reports in alignment with AQAR guidelines
- IQAC initiated audits of University processes – examination system, academic system, research climate, green energy, green campus etc.

**Institutional Values and Best Practices**

**Institutional Values and Social Responsibilities**

- Code of Conduct  reflecting professionalism and accountability
- Alertness to constitutional obligations and national commemorations
- Differently-abled friendly campus and harmonious living
- A built-in environment of safety standards and regular gender equity programmes

- Energy conservation - 100% LED lighting, power factor transformers, sensor based controls
- 320 Kilowatts of installed and grid-connected solar power
- Responsible use of ground and surface water, together with rainwater harvesting, creation of lakes and ground water recharging arrangements
- Adequate methods for and auditing of waste management
- Promotion of environmental stewardship for sustainable development
- Courses on human values/ethics/environment awareness/service learning
- Community engagement - hands-on involvement with the neighbourhood
- Spirituality – reflected in compassion, sensitivity, care for one another
- Lifelong learning – creation of such a mind-set and the ability to retool one's skillsets

**Best practices**

Two of our outstanding best practices are:

1. **'Comprehensive Care System'** evolved out of the vision of the University to 'impart holistic and personalized education' in order to mould its students into the typical Don Bosco University Graduate Profile - a dependable person who is 'professionally competent, morally upright, socially committed and spiritually inspired'.
2. **'Blended Teaching, Learning and Evaluation System'** evolved out of the University's expertise in online education for ten years, its tested and UGC-approved digital platform for online teaching and evaluation, and its long involvement with IIT Bombay as a regional centre for its projects on Spoken Tutorials, Talk to a Teacher, NMEICT initiatives etc. The challenge to go totally on line (for most of last year) due to the pandemic compelled us transform our expertise into a best practice of using blended learning as a regular feature from now on.

We are known also for some other best practices

- Continuous Curriculum revision and enrichment
- Availability of Foreign Language Courses
- Vibrant consultancy activities
- Promotion of socially relevant research
- Teaching by several Fulbright Scholars and eminent Professors from abroad
- Extensive pre-campus and online recruitment training
- Creation and maintenance of widely acclaimed green and attractive campuses

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the University | |
|---|---|
| Name | ASSAM DON BOSCO UNIVERSITY |
| Address | Tapesia Gardens, Kamarkuchi Village, Sonapur |
| City | Guwahati |
| State | Assam |
| Pin | 782402 |
| Website | www.dbuniversity.ac.in |

| Contacts for Communication | | | | | |
|---|---|---|---|---|---|
| **Designation** | **Name** | **Telephone with STD Code** | **Mobile** | **Fax** | **Email** |
| Vice Chancellor | Stephen Mavely | 0361-2139291 | 9435544994 | 0361-2841949 | mavely@dbuniversity.ac.in |
| IQAC / CIQA coordinator | Bikramjit Goswami | - | 9854072315 | - | bikramjit.goswami@dbuniversity.ac.in |

| Nature of University | |
|---|---|
| Nature of University | State Private University |

| Type of University | |
|---|---|
| Type of University | Unitary |

| Establishment Details | |
|---|---|
| Establishment Date of the University | 03-12-2008 |
| Status Prior to Establishment,If applicable | Other |
| Establishment Date | 01-11-2002 |
| Any Other, Please Specify | Established as University from the beginning |

| Recognition Details | | | |
|---|---|---|---|
| **Date of Recognition as a University by UGC or Any Other National Agency :** | | | |
| **Under Section** | | **Date** | **View Document** |
| 2f of UGC | | 13-11-2009 | [View Document](#) |
| 12B of UGC | | 13-06-2017 | [View Document](#) |

| University with Potential for Excellence | |
|---|---|
| Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC? | No |

| Location, Area and Activity of Campus | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Campus Type** | **Address** | **Location\*** | **Campus Area in Acres** | **Built up Area in sq.mts.** | **Programmes Offered** | **Date of Establishment** | **Date of Recognition by UGC/MHRD** |
| Main campus | Tapesia Gardens , Kamar kuchi Village, Sonapur | Rural | 300 | 28167.2 | B.Sc., BA, MA, MSW, MSc, PhD | | |
| *Satellite Campus* | *Airport Road, G uwahati 781017* | *Semi- urban* | *5.19* | *28167.2* | *B.Tech., M. Tech., BCA, MCA, B.Com., M.Com, BBA* | *04-12-2008* | *27-01-2009* |
| *Satellite Campus* | *Kamark uchi Village, Sonapur 782402* | *Rural* | *300* | *62279* | *B.Sc., BA, MA, MSW, MSc, PhD* | *03-12-2008* | *27-01-2009* |
| *Satellite Campus* | *Khargh uli, Guw ahati 781004* | *Urban* | *1.13* | *4362.9* | *M.B.A.* | *27-01-2009* | *27-06-2009* |

# 2.2 ACADEMIC INFORMATION

**Furnish the Details of Colleges of University**

| Type Of Colleges | Numbers |
|---|---|
| Constituent Colleges | 0 |
| Affiliated Colleges | 0 |
| Colleges Under 2(f) | 0 |
| Colleges Under 2(f) and 12B | 0 |
| NAAC Accredited Colleges | 0 |
| Colleges with Potential for Excellence(UGC) | 0 |
| Autonomous Colleges | 0 |
| Colleges with Postgraduate Departments | 0 |
| Colleges with Research Departments | 0 |
| University Recognized Research Institutes/Centers | 0 |

| Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA) | : Yes |
|---|---|

| SRA program | Document |
|---|---|
| AICTE | 14341_4639_1_1581659189.pdf |

**Details Of Teaching & Non-Teaching Staff Of University**

| | Teaching Faculty | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Professor** | | | | **Associate Professor** | | | | **Assistant Professor** | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned | | | | 35 | | | | 20 | | | | 157 |
| Recruited | 26 | 3 | 0 | 29 | 8 | 7 | 0 | 15 | 88 | 61 | 0 | 149 |
| Yet to Recruit | | | | 6 | | | | 5 | | | | 8 |
| On Contract | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Non-Teaching Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned | | | | 83 |
| Recruited | 32 | 51 | 0 | 83 |
| Yet to Recruit | | | | 0 |
| On Contract | 0 | 0 | 0 | 0 |

| Technical Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned | | | | 30 |
| Recruited | 27 | 3 | 0 | 30 |
| Yet to Recruit | | | | 0 |
| On Contract | 0 | 0 | 0 | 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/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 26 | 3 | 0 | 8 | 7 | 0 | 34 | 31 | 0 | 109 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 | 0 | 6 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 56 | 31 | 0 | 87 |
| 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 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Part Time Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | |
| | 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. | 17 | 3 | 0 | 11 | 7 | 0 | 0 | 1 | 0 | 39 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 4 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

**Distinguished Academicians Appointed As**

| | Male | Female | Others | Total |
|---|---|---|---|---|
| Emeritus Professor | 0 | 0 | 0 | 0 |
| Adjunct Professor | 38 | 11 | 0 | 49 |
| Visiting Professor | 2 | 0 | 0 | 2 |

**Chairs Instituted by the University**

| Sl.No | Name of the Department | Name of the Chair | Name of the Sponsor Organisation/Agency |
|---|---|---|---|
| 1 | Comparative Religion | Chair of Culture and Religion | Don Bosco Society |

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

| Programme | | From the State Where University is Located | From Other States of India | NRI Students | Foreign Students | Total |
|---|---|---|---|---|---|---|
| UG | Male | 532 | 609 | 0 | 3 | 1144 |
| | Female | 264 | 406 | 0 | 1 | 671 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 126 | 262 | 0 | 2 | 390 |
| | Female | 183 | 485 | 0 | 1 | 669 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Doctoral (Ph.D) | Male | 92 | 88 | 0 | 2 | 182 |
| | Female | 91 | 62 | 0 | 0 | 153 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| Does the University offer any Integrated Programmes? | No |
|---|---|

**Details of UGC Human Resource Development Centre, If applicable**

| Year of Establishment | Nill |
|---|---|
| Number of UGC Orientation Programmes | 0 |
| Number of UGC Refresher Course | 0 |
| Number of University's own Programmes | 103 |
| Total Number of Programmes Conducted (last five years) | 103 |

**Accreditation Details**

| | | | | |
|---|---|---|---|---|

| Cycle Info | Accreditation | Grade | CGPA | Upload Peer Team Report |
|---|---|---|---|---|
| B+ | 2.56 | | | |
| B | 2.20 | | | |
| Cycle 2 | Accreditation | | | |
| A | 3.08 | | | |
| Cycle 1 | Reassement | 5 | | View Document |

# 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

| Department Name | Upload Report |
| --- | --- |
| Bio Sciences | [View Document](#) |
| Botany | [View Document](#) |
| Chemistry | [View Document](#) |
| Civil Engineering | [View Document](#) |
| Commerce | [View Document](#) |
| Comparative Religion | [View Document](#) |
| Computer Applications | [View Document](#) |
| Computer Science And Engineering | [View Document](#) |
| Economics | [View Document](#) |
| Education | [View Document](#) |
| Electrical And Electronics Engineering | [View Document](#) |
| Electronics And Communication Engineering | [View Document](#) |
| English | [View Document](#) |
| Management | [View Document](#) |
| Mass Communication | [View Document](#) |
| Mathematics | [View Document](#) |
| Mechanical Engineering | [View Document](#) |
| North East India Studies | [View Document](#) |
| Philosophy | [View Document](#) |
| Physics | [View Document](#) |
| Psychology And Counselling | [View Document](#) |
| Social Work | [View Document](#) |
| Zoology | [View Document](#) |

# Extended Profile

## 1 Program

**1.1**

**Number of programs offered year-wise for last five years**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 39 | 29 | 24 | 22 | 18 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |

**1.2**

**Number of departments offering academic programmes**

**Response: 23**

## 2 Students

**2.1**

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 2419 | 2238 | 1682 | 1557 | 1414 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |

**2.2**

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 593 | 438 | 415 | 381 | 296 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |

**2.3**

**Number of students appeared in the University examination year-wise during the last five years**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 2166 | 1717 | 1405 | 1277 | 1145 |
| File Description | | | Document | |
| Institutional data in prescribed format | | | [View Document](#) | |

**2.4**

**Number of revaluation applications year-wise during the last 5 years**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 24 | 20 | 32 | 10 | 32 |

# 3 Teachers

**3.1**

**Number of courses in all programs year-wise during last five years**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1010 | 816 | 699 | 626 | 506 |
| File Description | | | Document | |
| Institutional data in prescribed format | | | [View Document](#) | |

**3.2**

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 178 | 178 | 139 | 128 | 115 |
| File Description | | | Document | |
| Institutional data in prescribed format | | | [View Document](#) | |

**3.3**

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 198 | 180 | 150 | 130 | 110 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |

# 4 Institution

## 4.1

**Number of eligible applications received for admissions to all the programs year-wise during last five years**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 3022 | 2686 | 1669 | 1567 | 1481 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |

## 4.2

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 756 | 635 | 399 | 327 | 292 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |

## 4.3

**Total number of classrooms and seminar halls**

**Response: 120**

## 4.4

**Total number of computers in the campus for academic purpose**

**Response: 694**

**4.5**

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1099.79 | 735.11 | 2967.90 | 1987.89 | 1450.34 |

# 4. Quality Indicator Framework(QIF)

## Criterion 1 - Curricular Aspects

### 1.1 Curriculum Design and Development

**1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.**

**Response:**

**INTRODUCTION**

All Programmes offered in Assam Don Bosco University are designed harmonizing the Vision, Mission and Graduate Attributes framework. (Annexure I)

The choice of programmes and curriculum are developed as an outcome of deliberations at various levels and committees such as departmental meetings, Boards of Studies meetings, Academic Council, Board of Management and Governing Body taking into account the local/regional/national and global developments.

Each Department has a Board of Studies committee composed of eminent academicians and members of department and university. This committee meets twice a year to design new curriculum and /or review the curriculum to make necessary changes.

Apart from 16 Salesian Universities worldwide, the University has established more than 60 collaborations through Memorandums of Understanding with recognized national /international universities/ research Institutes/ industries, such as Qatar University, IITB, ACCA, BOSCH etc. (Annexure II)

**PRACTICES in the UNIVERSITY** (Annexure III)

To introduce new programmes, the departments assess the local/national/regional/global needs to design the relevant curricula of the programmes/courses and the following aspects are considered:

- Surveys by the departments to assess the academic requirements. (Annexure IV)
- Guidelines of the statutory bodies and regulatory bodies.
- Consultation with the relevant subject experts from university departments, recognized institutions, other Universities- both national and international.
- Relevance of courses that benefit learning in both theory and application - internships, projects, field work to nurture appropriate research aptitude and increase scope of becoming employable according to the local/regional/national requirements.
- Inclusion of socially relevant courses relating to gender sensitivity, human values and professional ethics.

For revising curriculum in the existing programmes, University mandates academic freedom to the departments to initiate the revision based on

- updated requirements of relevant statutory and accreditation bodies

- latest advances in the disciplines - trends, applications and demands
- the feedback and suggestions given by the stakeholders - students, alumni, employers and parents
- Feedback from workshops and faculty development programmes conducted by the University
- Benchmarks of reputed national/ international Universities and Industry requirements

Well established processes are in place in the University for designing/ revising of Curricula. All programmes have adopted Outcome based Education with clearly identified POs/PSOs/COs. The Choice based Credit and Semester system, enables students to select electives from disciplines and cross disciplines to enhance learning, employability and entrepreneurial skills. Courses relating to gender sensitivity, human values, and professional ethics are integrated for holistic development of students. The university has also incorporated internship, projects, field work and Value added courses to ensure exposure to the developmental needs of the global/national in general and local/regional requirements in particular.

Workshops, conferences, seminars, short term courses, MOUs with national/international HEIs, research institutes and industries, online certification provided by NPTEL/ SWAYAM, Virtual labs, Spoken tutorials for both students and faculty members contribute in augmenting the curriculum.

Curriculum review and development is done regularly to keep pace with developments in respective disciplines to meet the requirement of academia, industry/profession and society. Handbooks are printed with revisions each year and given. (Annexure V)

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

**1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.**

**Response:** 100

1.1.2.1 **How many Programmes were revised out of total number of Programmes offered during the last five years**

Response: 39

1.1.2.2 **Number of all Programmes offered by the institution during the last five years.**

Response: 39

| File Description | Document |
|---|---|
| Minutes of relevant Academic Council/BOS meeting | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Details of Programme syllabus revision in last 5 years | [View Document](#) |
| Any additional information | [View Document](#) |

**1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years**

**Response:** 33.03

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---|---|---|---|
| 780 | 202 | 171 | 126 | 94 |

| File Description | Document |
|---|---|
| Programme/ Curriculum/ Syllabus of the courses | [View Document](#) |
| MoU's with relevant organizations for these courses, if any | [View Document](#) |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |

## 1.2 Academic Flexibility

**1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.**

**Response:** 35.85

1.2.1.1 **How many new courses were introduced within the last five years.**

Response: 470

1.2.1.2 **Number of courses offered by the institution across all programmes during the last five years.**

Response: 1311

| File Description | Document |
|---|---|
| Minutes of relevant Academic Council/BOS meeting | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Any additional information | [View Document](#) |

**1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented  (Data for the latest completed academic year).**

**Response:** 89.74

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

Response: 35

| File Description | Document |
|---|---|
| Minutes of relevant Academic Council/BOS meetings | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Any additional information | [View Document](#) |

## 1.3 Curriculum Enrichment

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

**Response:**

Various programmes offered in the five schools of the university have amalgamated the cross cutting issues relevant to Professional Ethics, Gender, Human Values and Environment and Sustainability, and in the curriculum thereby leading to holistic development of the students. Students also undertake a number of activities to inculcate these values.

**On Professional Ethics:** The University's vision lays stress on **ethics related to** intellectual competence, moral uprightness, social commitment, spiritual orientation and service to society. These elements are inculcated in the value system of the university community, the students and the staff. All programmes of UG, PG and Research directly/indirectly include courses on practicing ethics in professional, individual and society levels such as *Media Law and Ethics, Ethics and social responsibilities, Business ethics, Ethics, Intellectual Property Rights*. Committees and policies are present in the University to ensure and enforce ethical practices and maintain standards.

**On Gender:** From the most fundamental concept of Gender to feminist philosophy and feminist thoughts; from understanding of basic concepts of gender to application of feminist research methodology; gender and its relation with the social phenomenon, all these elements are incorporated at varying levels in the different disciplines. Some courses such as *Gender studies, Human Rights and Para-legal Education and Development Concerns and Women Empowerment,* and relevant gender issues related research topics are chosen to contribute to equity and access to opportunities to all.

**On Human Values:** The University's vision explicitly mentions **human values.** Some of the human values that are integrated into the curriculum are justice, dignity of life, peace, harmony, acceptance and respect for diversity in religion, ethnicity, culture and gender, discipline and hard work, honesty and integrity of life, commitment to society, especially the less privileged, etc. A few representative examples are *Universal Human Values, Human Growth and Development, Environmental studies and Disaster management, Peace Education and Conflict Management, Social Justice, Human Rights and Para-legal Education and Development Concerns and Women Empowerment*.

**On Environment and Sustainability:** Understanding the crucial role of education on issues relating to environment and sustainability, the curriculum incorporated a mandatory course on Environmental Studies for all UG programmes. Various courses with innovative teaching-learning pedagogies have been introduced to familiarize students with the environment and sustainable development related issues. *Environmental studies and Disaster management, Environment Microbiology, Green Chemistry, Bio-Mathematics are some environment related courses*. A course *Service Learning* is introduced to all the students of the University to develop skills to work in social, economic, political concerns for sustainable development.

The detailed syllabus for all courses is attached for validation.

(Annexure I: List of Courses)

Thus, the curriculum including the pedagogy is designed integrating these cross cutting issues pertaining to **Professional Ethics, Gender, Human Values, Environment and Sustainability** in varying degree in all the departments across the different schools. Some of the courses mentioned are taken as either compulsory or as elective courses.

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

**1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.**

**Response:** 52

**1.3.2.1 How many new value-added courses are added within the last five years.**

Response: 52

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| Brochure or any other document relating to value added courses | [View Document](#) |
| Any additional information | [View Document](#) |

**1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.**

**Response:** 52.49

1.3.3.1 **Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years.**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---|---|---|---|
| 1605 | 1378 | 1070 | 463 | 582 |

**1.3.4 Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).**

**Response:** 73.83

1.3.4.1 **Number of students undertaking field projects or research projects or internships.**

Response: 1786

| File Description | Document |
|---|---|
| List of Programmes and number of students undertaking field projects research projects/ / internships (Data Template) | [View Document](#) |
| Any additional information | [View Document](#) |

## 1.4 Feedback System

**1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni**

**Response:** A. All 4 of the above

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

**1.4.2 Feedback processes of the institution may be classified as follows:**

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

| File Description | Document |
|---|---|
| URL for feedback report | [View Document](#) |
| Upload any additional information | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |

# Criterion 2 - Teaching-learning and Evaluation

## 2.1 Student Enrollment and Profile

### 2.1.1 Demand Ratio (Average of last five years)

**Response:** 1.86

2.1.1.1 **Number of seats available year wise during the last five years**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1561 | 1310 | 979 | 925 | 776 |

| File Description | Document |
|------------------|----------|
| Demand Ratio (Average of Last five years) based on Data Template upload the document | [View Document](#) |
| • Any additional information | [View Document](#) |

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

**Response:** 100

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 756 | 635 | 399 | 327 | 292 |

| File Description | Document |
|------------------|----------|
| Average percentage of seats filled against seats reserved (Data Template) | [View Document](#) |
| Any additional information | [View Document](#) |

## 2.2 Catering to Student Diversity

### 2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

**Response:**

Assam Don Bosco University admits students from different parts of the country and the majority of the students are from the North Eastern states. The University conducts entrance examinations for all the UG, PG and PhD programmes apart from considering the national level tests for admitting the students.

The benchmarks for admissions are set based on the national standard. The University's policy on inclusivity and equity enables students with diverse background to get admitted and hence there are wider variations in the levels of learning, especially with regard to students from rural and economically backward areas.

**Assessment of Learning Levels of the students to identify Advanced and Slow Learners**

- The students are evaluated based on their performance in the module-wise formative evaluation tests. Special Programmes are organised for both Advanced as well as Slow learners.
- The learning levels of the students are also assessed by organising Mock Viva sessions by the departments. The viva session performance is also considered for identifying the Advanced as well as Slow learners.
- Aptitude tests conducted by the Training and Placement Cell of the University identifies the level of learning of the students based on their performance in the tests.
- Continuous internal assessment held in the University for all programmes, help in identifying the level of learning of the students for individual courses.

**Special Programmes organised for Advanced Learners**

- Tutorial Classes for GATE, NET, IES etc.
- Workshops and Training Programmes on Advanced Topics.
- Special Sessions on Advanced level problem solving.
- Facilitating Access to Online Resources for Advanced Topics.
- Students club activities on various co-curricular activities, such as- Robotics, Circuits, Coding, Web Designing, Civil Engineering and Design.
- Introduction of Honours and Minor schemes with additional credits for Engineering students.
- Adoption of Swayam courses for credit transfer.
- Foreign Collaborations for internships and joint projects.
- Assistance for publications in journals and conferences.
- Scope provided for working in challenging projects.
- Mentoring for participation in national level competitions such as Smart India Hackathon.
- Organizing fests/events related to academics, such as the technical festival Prajyukttam organised in the School of Technology.

**Special Programmes organised for Slow Learners**

- Remedial Classes on the topics discussed in class, requiring more in depth understanding.
- Special tutorial sessions for Slow Learners to improve their problem-solving skills.
- One-to-one interaction by the subject teachers with the Slow Learners on Weekly basis.
- Monthly mentoring sessions to assist the Slow Learners with additional skills.
- Sharing of reports and updates with the Parents for the Slow Learners to be able identify the areas for improvement.

- Orientation programmes at the beginning of the year to improve social skills as well interaction with the faculty members and staff improve leading to better learning experience.
- Repeat examination protocols are made considering the slow learners, giving them opportunity to clear the backlogs.
- Mind mapping exercises for visualisation-based learning of difficult topics.

| File Description | Document |
|---|---|
| Upload Any additional information | [View Document](#) |
| Paste link for additional information | [View Document](#) |

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

**Response:** 14:1

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |

## 2.3 Teaching- Learning Process

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

**Response:**

The vision of Assam Don Bosco University centre around providing holistic and personalised education to make the students intellectually competent, morally upright and socially committed citizens. Leveraging the century old expertise of Don Bosco institutions in education, the University promotes student centric methods in teaching from purely chalk and talk methods to adopting a judicious mix of lecture method and modern pedagogies. ADBU encourages and follows the student centric methods, such as experiential learning, participative learning and problem-solving methodologies for enhancing the learning experiences of students to implement Outcome Based Education (OBE).

**Experiential Learning Methods used for enhancing learning experiences**

- Practical Courses offered with the corresponding theory courses wherever applicable.
- Compulsory Industry Internship Programmes for the technical programmes.
- Industry Lectures and Interactions conducted every semester.
- Periodic Industrial visits organised for students from various departments.
- Offering courses for Skill enhancement and Entrepreneurship.
- Blended learning using mix of classroom and online teaching.

**Participative Learning Methods used for enhancing learning experiences**

- Compulsory group assignments and presentations.
- Group minor and major projects.
- Participation of students in organising different events in the University of Regional, National and International levels.

**Problem Solving Methodologies used for enhancing learning experiences**

- Assignments on Practical Problem solving, related to the curriculum.
- Assigning student projects on practical problems.
- Involving students in Industry Projects assigned to the University in the form of Consultancy.

| File Description | Document |
| --- | --- |
| Upload any additional information | [View Document](#) |
| Link for Additional Information | [View Document](#) |

**2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.**

**Response:**

ICT enabled tools and online resources are used extensively in the University for teaching-learning processes. Blended teaching-learning is practised in the University for the majority of the theoretical courses. For the practical courses also, the use of Virtual Labs is done for teaching, learning and evaluation.

- ICT enabled teaching methodologies and advanced technologies are being followed by the faculty members in class rooms.
- All the classrooms are Wi-Fi enabled and have LCD projectors.
- USB Hard disk containing web and video courses (offline) from NPTEL are accessible to faculty and students from the local server on the LAN. The faculty members effectively utilize Audio Visual aids to demonstrate the concepts to the students using the resources from the repository.
- The resources such as NPTEL, SPOKEN TUTORIAL, SWAYAM and other MOOCs programmes are available in the intranet. The faculty members effectively utilize Audio Visual aids to demonstrate the concepts to the students using the resources from the repository.
- Online aptitude tests are conducted and e-assignments are given through Moodle.
- E-books and journals are available online and facility for accessing these journals is provided through proxy server in the campus.
- 'ADBU App' developed in-house has link to the Library, ERP, Web-resources and the Intranet resources.
- Conference hall is equipped with multimedia facilities using ICT tools. Invited talks, workshops and seminars are conducted in conference hall using ICT facilities.
- During the COVID-19 lockdown, all the courses were taught by the faculty members using online

platforms such as google classroom, moodle, google meet, zoom, webex etc. All the three quadrants of teaching-learning-evaluation were developed for the courses for online teaching.

- All teachers are given laptops, for ICT enabled teaching.
- Required infrastructural facility to prepare ICT materials is available.
- Training to use open source tools like Screencastomatic etc. are given to all faculty.

An example of use of ICT by faculty members of the University in Spring 2020 semester is presented in detail as the additional information.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Provide link for webpage describing the " LMS/ Academic management system" | [View Document](#) |

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

**Response:** 14:1

2.3.3.1 **Number of mentors** ?????????????? ???????

Response: 175

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

## 2.4 Teacher Profile and Quality

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

**Response:** 92.54

| File Description | Document |
|---|---|
| Year wise full time teachers and sanctioned posts for 5 years | [View Document](#) |
| List of the faculty members authenticated by the Head of HEI | [View Document](#) |
| Any additional information | [View Document](#) |

**2.4.2 Average percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. year-wise during the last five years**

**Response:** 35.64

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 81      | 67      | 43      | 40      | 32      |

| File Description | Document |
|------------------|----------|
| List of number of full time teachers with Ph D/D M/M Ch/D N B Superspeciality/DSc/D Lit and number of full time teachers for 5 years | [View Document](#) |
| Any additional information | [View Document](#) |

**2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**

**Response:** 6.46

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

Response: 1149

| File Description | Document |
|------------------|----------|
| List of Teachers including their PAN, designation, dept and experience details | [View Document](#) |

**2.4.4 Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years**

**Response:** 1.36

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

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

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

## 2.5 Evaluation Process and Reforms

**2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years**

**Response:** 28.6

2.5.1.1 **Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---|---|---|---|
| 33 | 29 | 29 | 28 | 24 |

| File Description | Document |
|---|---|
| List of Programmes and date of last semester and date of declaration of results | [View Document]() |
| Any additional information | [View Document]() |

**2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years**

**Response:** 3.08

2.5.2.1 **Number of complaints/grievances about evaluation year wise during the last five years**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---|---|---|---|
| 51 | 60 | 38 | 18 | 58 |

| File Description | Document |
|---|---|
| Number of complaints and total number of students appeared year wise | [View Document](#) |
| Any additional information | [View Document](#) |

**2.5.3 IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution**

**Response:**

IT has been integrated in the Examination process in the University for all the departments and all the courses. The improvement in the examination management system happened due to IT integration are listed in the following.

1. **Ease of Preparing the Question Paper-** Templates are being used for- (i) Fully Objective Question Paper, (ii) Fully Descriptive Question Paper, (iii) Hybrid Question Paper (Objective + Descriptive). Question banks for all courses are prepared on the online portal in a calibrated manner based on Bloom's taxonomy, difficulty level and considering the course outcomes.
2. **Error free and faster data entry-** Online entry of students details, attendance and internal assessment marks help to reduce the errors and saves lot of time.
3. **Ease of Registration of the Students for the Examination-** Students can register themselves for the examination online. Mobile App is also available for the purpose.
4. **Ease of Conducting the Examination-** The Examination takes place online and the students receive a randomly selected set of questions of the same level from the uploaded question paper online.
5. **Ease of evaluating the answer scripts-** The objective questions of the question paper are computer evaluated. The descriptive answers are shared with the evaluator through the examination portal and the evaluators can access and correct them online immediately.
6. **Ease of Moderation, Tabulation and Announcement of Results-** The examination moderation, tabulation of moderated marks and announcement of results happen online and in less time.
7. **Proctoring-** Online proctoring helps in avoiding malpractices during the examination.

The timely conduct of examination, declaration of results and awarding of degree through online convocation was possible due to an effective IT integration in the evaluation process in the entire University.

| File Description | Document |
|---|---|
| Year wise number of applications, students and revaluation cases | [View Document](#) |
| Any additional information | [View Document](#) |

**2.5.4 Status of automation of Examination division along with approved Examination Manual**

**Response:** 100% automation of entire division & implementation of Examination Management System (EMS)

| File Description | Document |
|---|---|
| Current manual of examination automation system and Annual reports of examination including the present status of automation | [View Document](#) |
| Current Manual of examination automation system | [View Document](#) |
| Annual reports of examination including the present status of automation | [View Document](#) |

## 2.6 Student Performance and Learning Outcomes

**2.6.1 The institution has stated learning outcomes  (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents**

**Response:**

Learning/Course Outcomes (COs) and Programme Outcomes (POs)/Programme Speicific Outcomes (PSOs) are clearly stated and widely publicized through the website, handbook and lesson plans circulated among the students.  Each faculty develops the COs for the courses handled by him/her.  This is discussed in the Board of Studies and changes are made, if needed.  In some departments, the COs are reviewed by external experts.  The COs are developed, based on the levels of learning as given by the Bloom's Taxonomy.  Faculty members also map the COs with the syllabus and make this mapping available to the students, along with the COs.

The University has adopted the POs developed by various statutory bodies like NAAC/AICTE etc for its programmes.  It has also developed its own PSOs for each programme.  This is in line with the vision and mission of the University.  Each department has extensively discussed their POs/PSOs and revised their curriculum to ensure attainment of these parameters.  Mapping of the courses to the POs/PSOs is done and published in the handbook and University website.

The following mechanisms are used to communicate the COs and POs/PSOs to the students and other stakeholders.

- Handbook contains COs for all the courses abd POs/PSOs for all programmes.  This is given to all the students and faculty at the beginning of every academic year.
- COs are discussed with students during the beginning of each course by the faculty.  The relevance of the course towards attaining the PO/PSO is also communicated to the students.
- The POs/PSOs are listed in the University website, under the Programme menu.

| File Description | Document |
|---|---|
| Upload COs for all courses (exemplars from Glossary) | [View Document](#) |

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

**Response:**

The University has adopted Outcome Based Education for all programmes. Attainment of Programme Outcomes, Programme Specific Outcomes and Course Outcomes are evaluated by the University every semester using the following steps.

Outcomes of each course is designed to be measurable. At the time of designing the COs, each faculty specifies how it can be measured. Measurement of CO attainment is mostly done through questions asked during the internal examinations and end semester examinations. Each question relates to one CO and occasinaly to more than one CO. The marks obtained for each question is a measure of the attainment of the corresponding CO. Faculty members also relate the assignments, projects, seminars, internships etc. to COs. Evaluation of these exercises also measure the attainment of COs. Our Learning Management System (Moodle) is configured to track the marks awarded for each of these and calculates the final attainment of each CO for each student and also for the class.

We have mapped our courses with the POs and PSOs. The meticulous measuring of COs give us an indication of the attainment of the POs/PSOs. In addition, we also check the attainment of the POs/PSOs through results of placements, surveys conducted among students/parents/employers etc, and during the annual evaluation of the departments.

Remedial actions are taken, whenever it is observed that certain outcomes are not achieved by many students, either at the course level or at the programme level.

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

## 2.6.3 Pass Percentage of students(Data for the latest completed academic year)

**Response:** 95.06

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

Response: 597

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

Response: 628

| File Description | Document |
|---|---|
| Upload list of Programmes and number of students passed and appeared in the final year examination | [View Document](#) |
| Upload any additional information | [View Document](#) |
| Link fo any additional information | [View Document](#) |
| Paste link for the annual report | [View Document](#) |

## 2.7 Student Satisfaction Survey

**2.7.1 Online student satisfaction survey regarding teaching learning process**

**Response:** 3.51

| File Description | Document |
|---|---|
| Upload database of all currently enrolled students | [View Document](#) |

# Criterion 3 - Research, Innovations and Extension

## 3.1 Promotion of Research and Facilities

**3.1.1 The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented**

**Response:**

The University has well established research facilities for all its departments. They are modernized whenever there is a research requirement.

In addition, the University has several funded research projects. Equipment required for these research projects are procured using the project fund. There are over 140 research facilities procured under such schemes, during the past five years. List of the same is attached. These equipments are used by other researchers of the University and researchers outside the University, as per the agreement with the funding agency.

The university is member of the "One Nation One Research Web Portal" for scientific community called the Indian Science Technology and Engineering facilities Map (I-STEM): Linking Researchers and Resources. The database of the university's research facilities are maintained there.

The University has a Policy for Promotion of Research, which is available on the University website https://dbuniversity.ac.in/Research_PHD.php. Along with this policy, the University also has a consultancy policy, which also generates funds to update the research facilities. These policies are fully implemented and encourage faculty members to carry out research, utilizing support from the University, or by interacting with various funding agencies and/or industries. In this way, the University significantly updates its research facilities.

The University has a Research Director, who controls all research related activities. He takes care of overall research environment of the university. The office of the Research Director looks after the following, to ensure that the research facilities are updated, as per requirements:

1. Incentives are given to faculty members perusing Ph.D. in the institute, which can be used as seed money or for procuring facilities.
2. 'Professional Development Allowance Fund', with an initial contribution from the funds of the university is made available.
3. Regular audit of the research facilities is conducted. This ensures the adequacy and proper utilization of the research facilities.

The following boards/cell of the University also help in ensuring updating and proper utilization of the research facilities:

1. The Board of Research, Innovation and Consultancy (BRIC) has been entrusted with the responsibility of innovation and consultancy in the university. It also sees to the updating of required facilities for innovation and consultancy, which includes research.
2. The Intellectual Property Right Cell of the University establishes policies and procedures related to patents and its expenses.

3. Research Integrity and Ethics Review Board ensures ethical, legal and professional standards, in using the research facilities and carrying out research.

| File Description | Document |
|---|---|
| Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption | [View Document](#) |
| Any additional information | [View Document](#) |
| URL of Policy document on promotion of research uploaded on website | [View Document](#) |

**3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)**

**Response:** 25.77

3.1.2.1 **The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---|---|---|---|
| 42.26 | 30.43 | 46.17 | 8.40 | 1.60 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |

**3.1.3 Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.**

**Response:** 0.54

3.1.3.1 **The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years.**

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

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| e-copies of the award letters of the teachers | [View Document](#) |

**3.1.4 Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the last five years.**

**Response:** 11

3.1.4.1 **The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution year-wise during the last five years.**

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

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

**3.1.5 Institution has the following facilities to support research**

1. **Central Instrumentation Centre**
2. **Animal House/Green House**
3. **Museum**
4. **Media laboratory/Studios**
5. **Business Lab**
6. **Research/Statistical Databases**
7. **Mootcourt**
8. **Theatre**
9. **Art Gallery**
10. **Any other facility to support research**

**Response:** A. 4 or more of the above

| File Description | Document |
|---|---|
| Upload the list of facilities provided by the university and their year of establishment | [View Document](#) |
| Upload any additional information | [View Document](#) |
| Paste link of videos and geotagged photographs | [View Document](#) |

**3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies (Data for the latest completed academic year)**

**Response:** 100

3.1.6.1 **The Number of departments with UGC-SAP, CAS, DST-FIST , DBT, ICSSR and other similar recognitions by national and international agencies.**

Response: 23

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| e-version of departmental recognition award letters | [View Document](#) |

## 3.2 Resource Mobilization for Research

**3.2.1 Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the last five years (INR in Lakhs).**

**Response:** 8.06

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---|---|---|---|
| 0 | 0 | 0 | 5.8 | 2.26 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| e-copies of the grant award letters for research projects sponsored by non-government | [View Document](#) |

**3.2.2 Grants for research projects sponsored by the government agencies during the last five years (INR in Lakhs).**

**Response:** 312.47

3.2.2.1 **Total Grants for research projects sponsored by the government agencies year-wise during the last five years (INR in Lakhs).**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 95.38 | 21.71 | 146.88 | 48.5 | 0 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |
| e-copies of the grant award letters for research projects sponsored by government | [View Document](#) |

**3.2.3 Number of research projects per teacher funded by government and  non-government agencies during the last five years**

**Response:** 1.13

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

Response: 38

3.2.3.2 **Number of full time teachers worked in the institution year-wise during the last five years..**

Response: 168

| File Description | Document |
|------------------|----------|
| Supporting document from Funding Agency | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Paste Link for the funding agency website | [View Document](#) |

## 3.3 Innovation Ecosystem

**3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge.**

**Response:**

The university contributes to innovation ecosystem through breakthrough solutions for solving critical problems, improving lives and creating jobs. The departments facilitate promotion of entrepreneurial ideas and many have set up their own incubation centres for the same; currently there are five start ups incubated in the campus offering services and consultancy in current developments in Information Technology and Nanotechnology.

The Organic Research Laboratory is involved in the development of synthetic strategies for novel anti-malarial drugs. The bio-efficacy of the novel molecular architectures are evaluated at the CDRI under a DBT-Twinning Project. The laboratory is also involved in studying the biological properties and chemical compositions of the medicinal plants, *Rhododendron arboretum*, *Dicentra scandens* and *Houttuynia cordata* under a project funded by ICAR. Agarwood, another medicinal and aromatic plant of Northeast India is being studied under externally funded projects in the Department of Biosciences. Under the BIRAC funded innovation projects viz. BIG and SBIRI, a research group developed a technology for enhanced agarwood oil production. For commercialisation, a start-up company named Ouija Biosolutions Pvt. Ltd. was formed by the promoters. ASTEC sanctioned a project on micro-propagation and enhancement of seed viability in agarwood in the department. DST-SERB also sanctioned a project for exploration of aromagenic potential in the native microorganisms under which Aroma Biotech Laboratory has been started. Under Zoology Department, a research lab on development of cost effective, biocompatible suture from banana pseudostem was established. Research and training on mushroom and vermicompost technology were initiated.

Life Sciences, Civil Engineering and Nanotechnology conduct collaborated research on green nanomaterials and fungal based composites as structural material. Physics Department collaborated with Department of Biosciences successfully completing a funded project on microbial plastic degradation and with CPP-IPR for a major Plasma Physics project, funded by BRNS.

The Centre of Fabrication and Research in Nano Technology devised a solar powered water purifying system, using green technology, providing potable water in a rural environment. This purifier was installed in 12 nearby villages under the "Pure Water" initiative. The centre provides technical support for the maintenance of the purifier and interested educated and unemployed village youths were trained on installation and maintenance of domestic units. A "Navratna" Public Sector Unit expressed interest in this device for installation in their Corporate Social Responsibility Projects. The Indian Institute of Entrepreneurship commissioned 2 fruit dryers developed by the Centre for operation in their rural economy development projects. The solar powered fruit dryer comprises of drying trays coated with antifungal and antibacterial nanomaterial. The Centre also successfully developed tea leaf dryers for Hills Woodcraft Pvt. Ltd.

The School of Technology conducted a hands-on training program in fabrication of Solar Powered LED Lamps. A kit containing the tools required for designing the system was presented to each participant. A pedal-propelled vehicle to collect and dispose of household solid waste in municipal areas, a project funded by ASTEC, was successfully designed. No wonder that since 2017 till today more than 30 student's innovative research proposals have been funded by various funding organizations.

| File Description | Document |
|---|---|
| Paste link for additional information | [View Document](#) |

**3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development during the last five years.**

**Response:** 103

**3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development year-wise during the last five years.**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 45 | 21 | 21 | 14 | 2 |

| File Description | Document |
|------------------|----------|
| Report of the event | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |

**3.3.3 Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.**

**Response:** 42

3.3.3.1 **Total number of awards / recognitions received for *research /* innovations won by institution / teachers / research scholars / students year-wise during the last five years.**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 23 | 8 | 2 | 4 | 5 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |
| e- copies of award letters | [View Document](#) |
| Any additional information | [View Document](#) |

## 3.4 Research Publications and Awards

**3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work  2. Presence of Ethics committee  3. Plagiarism check through software 4. Research Advisory Committee**

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Code of ethics for Research document, Research Advisory committee and ethics committee constitution and list of members on these committees, software used for Plagiarism check, link to Website | [View Document](#) |
| Any additional information | [View Document](#) |

**3.4.2 The institution provides incentives to teachers who receive state, national and international recognitions/awards  1.Commendation and monetary incentive at a University function 2.Commendation and medal at a University function 3. Certificate of honor 4.Announcement in the Newsletter / website**

**Response:** C. 2 of the above

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| e- copies of the letters of awards | [View Document](#) |

**3.4.3 Number of  Patents published / awarded during the last five years.**

**Response:** 4

3.4.3.1 **Total number of  Patents published / awarded year-wise during the last five years.**

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

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

**3.4.4 Number  of Ph.D's awarded per teacher during the last five years.**

**Response:** 0.53

3.4.4.1 **How many Ph.D's are awarded within last five years.**

Response: 39

| 3.4.4.2 **Number of teachers recognized as guides during the last five years** | |
|---|---|
| Response: 74 | |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| Any additional information | [View Document](#) |
| URL to the research page on HEI web site | [View Document](#) |

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

**Response:** 0.96

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---|---|---|---|
| 22 | 29 | 21 | 25 | 40 |

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

**3.4.6 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:** 0.5

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---|---|---|---|
| 14 | 8 | 18 | 26 | 5 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |

**3.4.7 E-content is developed by teachers :**

1. For e-PG-Pathshala
2. For CEC (Under Graduate)
3. For SWAYAM
4. For other MOOCs platform
5. Any other Government Initiatives
6. For Institutional LMS

**Response:** A. Any 5 of the above

| File Description | Document |
|---|---|
| Institutional data in prescribed format | View Document |
| Give links or upload document of e-content developed | View Document |

**3.4.8 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed**

**Response:** 4.75

**3.4.9 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution**

**Response:** 13

## 3.5 Consultancy

**3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual  and encourages its faculty to undertake consultancy.**

**Response:**

Faculty Members of the University are encouraged to undertake Consultancy work provided it does not conflict with the interests of the University. The purpose of consultancy is to (i) enhance professional and academic competence and experience of the Faculty and to provide continuing professional education opportunity, (ii) provide first-hand knowledge of the current problems of industry with a view to find out ways to their solution, (iii) keep the curriculum in tune with the industry requirements, (iv) create and enhance links between the University and the trade and commerce, (v) increase research opportunities for the Faculty and also for student recruitment and placement, (vi)  help the University achieve its mission of extending the benefits of education and research to the community at large, and (vi) help generate additional income for the Faculty and the University. The Faculty will undertake consultancy projects upholding the reputation and prestige of the University at all times.

## CONSULTANCY

Consultancy to external clients is based primarily on skills and expertise of a staff member. This can be through specialist opinion, advice on technical issues or solution to problems. It also includes activities such as business partnership or ownership, external appointments, and teaching commitments undertaken outside the University. However, consultancy does not include/involve the generation of new knowledge or original investigation or research.

A maximum of 30 days per annum (during university working days) may be devoted to University supported consultancy. Any leave taken for travel outside the university during these days for work related to consultancy shall be treated as "duty leave".

The consultancy contract shall be prepared using the standard contract terms which have been drawn up in collaboration with the University's legal advisors, insurance advisors and auditors. The contract shall contain the appropriate consultancy agreements and all other related aspects of the contract, such as cost recovery, confidentiality, liabilities, protection of University's Intellectual property, etc.

The Investigator(s) may engage External aids/Junior Fellows/Students as assistants as per the terms of the consultancy contract. The expenditure on this account may be booked under Manpower charges.

### Consultancy Fees

The fee charged to clients should not be materially below those charged by commercial organisations carrying out similar work. The total consultancy fees should reflect a fair return to the member of staff and the University for resources used directly. The total fees charged to the client must account for Consultant's fee, Consumables, Travel and subsistence, Manpower charges, Computing and/or equipment charges, any other identifiable direct and indirect costs, like secretarial services.

### Consultancy Fee Sharing

After deduction of all direct costs (listed above), service taxes, etc., the standard sharing of consultancy fee income will be Individual staff member (consultant): 60% and University: 40%. All payments related to the consultancy project shall be received in the name of "Assam Don Bosco University" and all payments shall be made via the University payroll. The consultant shall be liable to pay taxes on income derived and it shall be deducted at source by the University.

| File Description | Document |
|---|---|
| Upload soft copy of the Consultancy Policy | [View Document](View Document) |
| Upload minutes of the Governing Council/ Syndicate/Board of Management related to consultancy policy | [View Document](View Document) |
| Upload any additional information | [View Document](View Document) |
| Paste URL of the consultancy policy document | [View Document](View Document) |

**3.5.2 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).**

**Response:** 167.62

3.5.2.1 **Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 126.82  | 12.64   | 9.23    | 5.75    | 13.18   |

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

## 3.6 Extension Activities

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

**Response:**

Since inception, the university has been reaching out to the needs of the community. The Center for Development Studies and Initiatives is the apex coordinating body for that.

The university, contributing to **SDG 3,** provided life skills sessions in Child Care Institutions (CCIs). 816 youths attending the North East NSS Festival, and National Integration Camp 2019 organized in collaboration with NSS, enhanced their psychosocial competence through such sessions. 164 students were inducted on maintaining hygiene practices through Wash Programme, and 33 children living in CCI received free eye screening. Also, home visits, psycho education, awareness programmes on health issues were organized.

For **SDG 4** and **10**, children were provided *free tuitions and personality development session* through Prajjwal and Swastyayan, since 2013. "The World of Science", a science awareness programme for school students is organised yearly. *23 Anganwadi Centers* were renovated in collaboration with the University College Dublin Vounteers Overseas promoting Early Childhood Education. A *Computer Center (*15 PCs) was established for community children and members to have E-education, and *unemployed youths enhanced their skills* through Skill Development Programmes, Swabalamban, since 2013.

To promote **SDG 5** we observe the International Women's Day by engaging with community women, skill training in Digital Literacy, Housekeeping and Digital Awareness Skills (for around 90 women). 22 women were trained on clothbag-making, and some were trained on Mushroom Cultivation. Besides, 119

children (majority girls) enhanced their drama skills to give them a voice to express themselves.

**"Nurturing Friendship through the Power of Green"** (2019) was organized where students, staff, and neighbouring villagers planted tree sapling alongside the "Dreamer's Lane" and "Poet's Lane".

As crisis response, 700 flood victim families were helped with food packets (2016 and 2017), 500 children were provided with stationery kits (2017), INR 1,00,000 was mobilised by students and faculty towards flood relief efforts in Kerala (2018), 600 **"Dignity and Hygiene Kit" were distributed to flood victim** adolescent girls in Assam**.** In 2020, A few students and faculty members launched *Covid-19 tracker* and information website that features latest news articles on Covid-19 in Assam, **,** Academic Block 2 was utilized by the Government as a *CoVID Care Centre* (350 beds). *889 food packets were distributed* to poor families, 135 hand-made cards designed by children in an orphanage were distributed to frontline workers. Tele-counselling sessions through DHARA HELPLINE was initiated. There was Official YouTube Channel *ADBUGuwahati* on the strategies to take care of mental health during this Pandemic.

These humble efforts have bagged few awards, viz., *'University of the Year'* Award by FICCI (2018), the Most *Engaged University of the Year* 2020 Asia Pacific Award by ACEEU, Science Park, Netherlands, **7th eNabling North East Award 2019-2020 and** winner (among the top 5) for the Unnati Ki Kahani Chitro Ki Jubani given by the Unnat Bharat Abhiyan (2020).

The University is institutionalizing **Service Learning** as a **Credit Course** where students not only contribute to the development of the society but also their own growth as they integrate the academic component in the services they render.

| File Description | Document |
|---|---|
| Paste link for additional information | [View Document](#) |

**3.6.2 Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the last five years**

**Response:** 7

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---|---|---|---|
| 3 | 1 | 2 | 1 | 0 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| e-copy of the award letters | [View Document](#) |

**3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

**Response:** 66

3.6.3.1 **Number of extension and outreach programs conducted  by the institution those through NSS/NCC, Government and Government recognised bodies during the last five years**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---|---|---|---|
| 23 | 22 | 9 | 6 | 6 |

| File Description | Document |
|---|---|
| Reports of the event organized | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |

**3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years**

**Response:** 27.16

3.6.4.1 **Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---|---|---|---|
| 687 | 991 | 266 | 261 | 432 |

| File Description | Document |
|---|---|
| Report of the event | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |

## 3.7 Collaboration

**3.7.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year**

**Response:** 19.2

3.7.1.1 **Total number of Collaborative activities with other institutions / research establishment / industry for research and academic development of faculty and students year-wise during the last five years.**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 60      | 14      | 13      | 5       | 4       |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |
| Copies of collaboration | [View Document](#) |

**3.7.2 Number of functional MoUs 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:** 46

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 8       | 17      | 10      | 6       | 5       |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |
| e-copies of the MoUs with institution/ industry | [View Document](#) |

# Criterion 4 - Infrastructure and Learning Resources

## 4.1 Physical Facilities

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

**Response:**

Assam Don Bosco University (ADBU) is considered as one of the most outstanding academic institutions of Assam and North East India with stellar infrastructural facilities. Since inception, ADBU has kept pace with growing demands of the teaching-learning resources in the campus. Keeping in mind the academic needs, the institution has made adequate efforts to create and upgrade the facilities from time to time. It has generated the required infrastructural facilities to support the smooth running of teaching - learning activities in its premises. The academic session is framed in such a way so that the classrooms and laboratories are well occupied from morning till evening, ensuring the optimum utilization of the resources. Regular campus activities ensure that our auditoriums, atrium, conference hall and activity areas are utilized around the year. ADBU initiated one campus and now ADBU have three campuses namely Tapesia/Main Campus, Azara Campus and Kharguli Campus. In Azara and Kharguli campuses there is one block each. In Tapesia Campus we have 5 blocks. At present, all constituent units have adequate spaces, classrooms, laboratories and computers as per requirements. The University has so far invested substantially towards improving the classrooms, laboratories, teaching and learning resources. The details of the available resources are as follows:

- Academic Blocks – 6 (5 + 1 + 1) Blocks
- Adequate classrooms (109 = 73+33+3) of capacities varying from 30 to 100
- Projector/screen facility for ICT enabled learning in each classroom
- State of the are equipment in the laboratories
- Ergonomically designed furniture in classrooms
- Studio for Mass Communication
- Student Computer Ratio 4:1 in the laboratories
- Language/Communication Laboratory
- Wi-Fi enabled campus and classrooms
- Infirmary for Men and Women
- Common rooms for Men and Women
- Central and Departmental Libraries
- ICT Cell
- 3D Printer Studio Lab
- Open discussion area
- Eco Friendly Campus with policy in effect
- Laboratories established with industry collaboration enhancing research scope
- ISO certified Workshop
- Floor area provided is equal or more than the stipulated by statutory academic bodies
- Periodical service of all equipment in classrooms, laboratories and furniture.
- 24x7 power backup
- Separate faculty cabins for each faculty member
- ADBU have advanced facilities to carry out research work.
- ADBU **have 60+ active** MOUs with various other academic and research institutions.

**Annexes are uploaded as additional information**

- Annexure 4.1.1 A : Classrooms details for campus-wise
- Annexure 4.1.1 B : Details of laboratories and equipment department wise
- Annexure 4.1.1 C : Azara Campus - Computing facilities (i.e., hardware and software.)
- Annexure 4.1.1 D : Tapesia Campus - Computing facilities (i.e., hardware and software.)
- Annexure 4.1.1 E : Kharguli Campus - Computing facilities (i.e., hardware and software.)
- ECO Friendly Campus Policy
- Annexure 4.1.1 Active MOUs
- GEO Tagged images for classroom, laboratories and various other facilities
  - Tapesia Campus
  - Azara Campus
  - Kharguli Campus

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

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

**Response:**

At ADBU, sporting prowess and spirit, at all levels of competition and performance, is valued and kept at par with academic performance. ADBU believes that a human spirit prepared for battling against all odds of life is achieved through sports and team work. Hence, ADBU takes pride in maintaining and further developing excellent infrastructure for Sports. ADBU has put in place a very comprehensive sports policy. The policy envisages improvement in standard of sports in the University by inviting and motivating the best talent in different sports, by offering fee waiver to the outstanding sports personnel. On "International Yoga Day" on June 21, ADBU organizes a yoga session every year and ensures the presence of all Faculty members and students participants. Every year a week long sports festivals, D'Verve, NERICT and Bosco Siade are organized. ADBU have sufficient infrastructure as prescribe by the statutory bodies.

The details of sports facilities are as follows:

- Sports facilities for students such as Basketball court, Football ground, Volleyball court, Table Tennis boards, Indoor Badminton court etc. are provided.
- There are sufficient numbers of atriums, conference halls, auditoriums, amphitheaters for organising cultural, literary and indoor sports events.
- All the campuses are is equipped with facilities such as elevators (lifts), washrooms for differently-abled students/staff.
- Each floor is facilitated with water purifier/cooler for students/staff members.

- Each campus has separate common rooms for boys and girls. These rooms are facilitated with indoor games such as table tennis, carom, etc.
- The university has separate Infirmary for male and female with qualified healthcare coordinators.
- Separate Hostels for boys and girls in all campuses with indoor and outdoor games and sports facility. Also the hostel includes gymnasiums
- Campuses are under the surveillance of CCTV cameras.
- Ambulance service under project 'CHILD'.

Sport/cultural facility campus-wise

- Azara Campus
    - Auditorium (1)
    - Atrium (1)
    - Conference hall (1)
    - Basketball courts (2)
    - Badminton courts (5)
    - Boys and Girls common rooms with indoor games facility like Table tennis, carom, etc.
    - Football ground based on requirement [Udayan field], (Sample Permission document attached as )
    - Gymnasium (2)
- Tapesia
    - Basketball court (3)
    - Badminton court (6)
    - Football ground (1)
    - Table tennis, carom, etc for indoor games
    - Auditorium with 3000+ capacity (2 + 2 = 4)
    - Conference hall (1 + 2 = 3)
    - Atrium (1)
    - Gymnasium
    - Amphitheatre (4)
- The Kharghuli Campus has the following:
    - Amphitheatre with capacity of more than 500 spectators (1)
    - Auditorium (2)
    - Basketball court (1)
    - Table tennis, carom, etc. for indoor games
    - Gymnasium with an indoor hall for tennis and carom, etc.

**Annexes are uploaded as additional information**

- Sample Permission letter for Udayan Field
- Facility details- Campus wise
- Built-up Area Statement - Tapesia Campus
- Academic Calendar indicating events 2020 SPRING, 2019 AUTUMN
- AICTE deficiency report for B.Tech., MCA, M.Tech. (as a proof of adequacy of facilities as per the minimum specified requirement)
- AICTE deficiency report for MBA (as a proof of adequacy of facilities as per the minimum specified requirement)
- GEO Tagged images for sports (indoor and outdoor) facilities, cultural activities, gymnasium, yoga

center, auditorium, etc.

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

## 4.1.3 Availability of general campus facilities and overall ambience

**Response:**

The ADBU campuses have lush green landscape interspersed with clean wide internal roads with adequate lighting facility. The greenery is well maintained by a team of trained gardeners. On campus hostel facility with capacity of 2400+ students is main facilitator to the student life. The food court and mess attached to the hostels cater to students. Cleanliness of campus is a kind of mission to be followed by everyone. ATM facility of South Indian Bank provide on the campus services to both staff and students. First aid facilities are available in infirmary and 5 bedded hospital. Ambulance is parked at all the campuses round the clock. Adequate toilet facilities are provided for both men and women. Dedicated cleaning staff maintains the toilets clean regularly. Within the ADBU Campuses different academic blocks and administrative sections, amenity spaces are identified through proper signage. The laboratories have distinct areas for working, preparation room and room for the supervising teaching and non-teaching staff identified through proper signage. Similarly library and reading hall facilities are having distinction such as stacking area, reference area, and reading area. The central store facility has separate areas earmarked for storage of corrosive/ inflammable chemicals, hazardous chemicals, solvents, active pharmaceuticals and alcohol. All are identified through proper signage. ADBU campuses are Eco Friendly Campus and a policy for same is enforced.

The energy consumption of the campus is controlled through the alternative source of energy, proper utilization, less power hungry equipment, generator and UPS backup. For waste management and recycling the best policy is enforced within the campus.

The ADBU campuses are located at Tapesia, Azara and Kharguli.

1. **Tapesia Campus**: The Tapesia Campus (main campus), nestled in the serene Tapesia Gardens, off National Highway 37, is spread over 300 acres of undulating hills. A state-of-the-art campus with a capacity to house 5000 students and staff, an uplifting confluence of natural beauty and architectural excellence, currently houses the Schools of Humanities and Social Sciences, Applied Sciences and Life Sciences.

- Facilities
    - Library
    - Book store
    - Laboratories
    - Wifi campus
    - Cafeteria
    - Sports & Recreation
    - Transport
    - Health Services
    - Hostels
- Ambience
2. **Azara Campus:** The Azara Campus, off the Airport Road, set in an environment of beautifully laid out gardens and lush green lawns houses the School of Technology.
    - Facilities
    - Ambience
3. **Kharguli Campus:** The Kharguli Campus, situated in the Ramsai Hills, on the majestic Brahmaputra, is an architectural marvel and houses the School of Commerce and Management as well as conducts non formal vocational courses.
    - Facilities
    - Ambience

**General Campus Facility**

- **Administrative Office**
- **Common rooms for Men and Women**
- **Infirmary**
- **Placement Cell**
- **Reading Room**
- **Central Library**
- **Photocopier**
- **Music room**
- **Yoga room**
- **Gymnasium**
- **Guest House**
- **24x7 Security Services**
- **Food Court**
- **Cafeteria**
- **Transportation**
- **Solar Plant**
- **Auditorium, Conference Hall, Seminar Halls**
- **Sports – Stadium, Grounds and, etc.**
- **Emergency Services**
- **Hostels**
- **Ramp, stairs and lifts**
- **ATM Services**
- **Purified drinking water**
- **Power System, Generators, and UPS**
- **Green Campus**

GEO Tagged images for sports (indoor and outdoor) facilities, cultural activities, gymnasium, yoga center, auditorium, etc: t https://documents.dbuniversity.ac.in/naacdocs/criteria04/4.3/4.3.1/geotaggedphotos/

https://dbuniversity.ac.in/pdfs/Eco-Friendly-Campus-Policy-2020.pdf

| File Description | Document |
|---|---|
| Paste link for additional information | [View Document](#) |

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

**Response:** 156.72

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---|---|---|---|
| 2092.93 | 2089.26 | 2880.64 | 2364.50 | 1350.10 |

| File Description | Document |
|---|---|
| Upload audited utilization statements | [View Document](#) |
| Upload any additional information | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |

## 4.2 Library as a Learning Resource

**4.2.1 Library is automated using Integrated Library Management System (ILMS) and has digitisation facility**

**Response:**

Assam Don Bosco University (ADBU) has three campus libraries. All these libraries are fully automated with Koha ILMS and DSpace is using for institutional repository. Radio Frequency Identification (RFID) technology has been installed in ADBU Azara and Tapesia Campus libraries. Since the libraries are fully automated, the holdings of the library can be searched using OPAC portal accessible http://14.139.209.89/. ADBU has developed an Android application to search books available in the ADBU libraries.

ABDU is a member of the DELNET and NDL. The library has internet facility through which the e-resources can be accessed. The users can access 1500+ E-books available within university intranet.

Separate digital library sections are there in all three campus libraries. In Azara 17 numbers, Tapesia 37 numbers and in Kharguli 4 numbers of computer available in the library.

ABDU have a subscription of 80+ printed journals, 5 newspapers and 30+ magazines. Libraries also kept project reports. There are 1500+ project reports which are being used extensively by the students. Libraries maintain software through which the softcopy of the reports could be uploaded, searched and downloaded. There are nine E-teaching tools available in the library. All the three libraries have a large number (Azara-130, Tapesia-150, Kharguli- 81) of seating capacity for the users.

Altogether 29644 printed books are available in all three campus libraries till 31st December 2020. The bookshelves are arranged department wise and books are arranged subject-wise. ADBU libraries have a digital collection center where all the digital collections (CD's/DVD's) has been kept. There is regular stock verification process carried out by the library in every 2 years. There is a library advisory committee for all the three campus libraries. The files relevant to library and library services are well maintained and labeled for easy access to any of the library staff. A register is maintained to know the number of users visiting the library. Library is open from 9:00 AM to 4:30 PM in all working days. Students can borrow 5 books for 15 days, faculties can borrow 8 books for 180 days, other staffs can borrow 5 books for 180 days and research scholar can borrow 5 books for 90 days.

The libraries purchase new books are per the requisition given by the faculty members and students. All the new books and journals are kept in the new arrival section for 15 days or till the arrival of the next lot of new arrivals.

Library orientation program is carried out for new students in which details about the library collection, services, timing and doubts of students if any are cleared. A few reference books are also available in all the three campus libraries as a part of the rare collection. All the old and damaged books has been weeded out every year and kept in Old/Weeded section in the library.

Every year books exhibition has been conducted by all the campus libraries where students purchase books. ADBU Libraries also conducts workshops, training program for library professionals.

Annexures attached

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

**4.2.2 Institution has access to the following:  1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources**

**Response:** A. Any 4 or more of the above

| File Description | Document |
| --- | --- |
| Institutional data in prescribed format | [View Document](#) |

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

**Response:** 21.79

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 19.71 | 24.90 | 17.44 | 24.95 | 21.96 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |
| Audited statements of accounts | [View Document](#) |

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

**Response:** 12.67

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

Response: 329

| File Description | Document |
|------------------|----------|
| Details of library usage by teachers and students (Library accession register, online accession details to be provided as supporting documents) | [View Document](#) |

## 4.3 IT Infrastructure

**4.3.1 Percentage of classrooms and seminar halls with ICT - enabled facilities  such as  LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic year)**

**Response:** 90.83

4.3.1.1 **Number of classrooms and seminar halls with ICT facilities**

Response: 109

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| Paste link for additional information | [View Document](#) |

## 4.3.2 Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility

**Response:**

ADBU has a well-established and elaborate IT Policy. The IT Infrastructure of ADBU is par excellence when compared to other institution in the region. ADBU provided mentioned IT facilities and regularly updates the same to match the latest requirements. Altogether in the campuses, 1.15 GBPS bandwidth is available to connect students and staff from anywhere and access its applications and services, including LAN infrastructure. Access layer has been established on L2 switches with 1 Gig connectivity. End points have been connected via CAT 6e. Over 1000+ LAN points have been deployed to provide connectivity. ADBU Students and Employees have access to Google Suit. Further students and faculty have access to all the resources covered under Google University Plan. The data Centre hosts approximately thousand ADBU Library, Institutional LMS, NPTEL Lectures, Spoken Tutorial, QEEE Classes, Security services, ADBU Video Conference, IP Phones, CCTV and backup services to ADBU ERP and ADBU Journals. Juniper router and Firewall are deployed to enhance security and audit for cyber space. ERP is implemented for 6 core verticals viz. Admission and Counseling, SIS, SFM, HFM, Examination. To capture student lifecycle, various process and features have been included like online fees payment, admission enquiry, registration, UPI integration, tracking of students, and Payroll all integrated within ADBU ERP. ADBU ERP also is being used along with Biometric Machines for HR services. Complete record can be accessed on mobile or devices from anywhere. Hostels have been enabled with biometric devices for attendance. IT services portals for complaint resolution system for facility staff, students and management services portal for Hostel life have been deployed for better visibility. Key highlights on IT Services provided by ADBU

- Well defined IT Policy
- State of the art, well-furnished computer labs, with **703** computers exclusively for students
- Computing centres with internet enabled computers
- Language labs with student consoles and language lab software and digitized audio and video material to develop interactive language skills.
- Internet at a maximum speed of 1 Gbps access for internet browsing requirements.
- All the campuses are wi-fi enabled.
- The university is connected to NKN network, which provides access to a large number of libraries, online lectures, archived lectures of various IITs, virtual classrooms and many more facilities available under NKN.
- ADBU  ERP Campus Connect ensures that all processes within the university are computerized and information is readily accessible to authorized users (administrators, faculty and students).
- At our Tapesia campus, students and staff members are provided with subsidized rate for mobile connection. Also the service provider provides free calling facility within the close group.

**Annexes are uploaded as additional information**

- ADBU IT Policy
- ABDU computing facilities (i.e., hardware and software.)
- ABDU Laboratories and Equipment (Department-wise) [same annexure as in 4.1.1 B]
- ADBU IT infrastructure - Azara Campus [same annexure as in 4.1.1 C]
- ADBU IT infrastructure - Tapesia Campus[same annexure as in 4.1.1 D]
- ADBU IT infrastructure – Kharguli Campus[same annexure as in 4.1.1 E]

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

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

**Response:** 3:1

| File Description | Document |
|---|---|
| Student – computer ratio | [View Document](#) |

## 4.3.4 Available bandwidth of internet connection in the Institution     (Leased line)

**Response:** A. ?1 GBPS

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Details of available bandwidth of internet connection in the Institution | [View Document](#) |

## 4.3.5 Institution has the following Facilities for e-content development

1. **Media centre**
2. **Audio visual centre**
3. **Lecture Capturing System(LCS)**
4. **Mixing equipments and softwares for editing**

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| Links of photographs | [View Document](#) |

## 4.4 Maintenance of Campus Infrastructure

**4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years**

**Response:** 27.49

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)**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 234.6   | 498.89  | 345.90  | 399.10  | 239.90  |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |
| Audited statements of accounts | [View Document](#) |

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

**Response:**

**Procedure for maintenance and utilization of the physical facilities, academic facilities and support facilities**

ADBU ensures optimal allocation and utilization of the available financial recourses for maintenance and upkeep of different facilities by holding regular meetings of various committees constituted for this purpose and in the interest of students and employees.

- ADBU has an Administrative Officers (AO) **in each campus** for overseeing the maintenance of buildings, classrooms and laboratories. AO works in collaboration with a set of very dedicated and devoted maintenance and support staff to ensure that the buildings, equipment, and all other infrastructural facilities of the University are continually kept in good condition. It is his responsibility to ensure the cleanliness of the facilities and the surroundings.
- The AO also coordinates the university's efforts for disaster preparedness (like fire, earthquake, etc). He/she is responsible for conducting mock drills with staff and students so that everyone knows what to do in the case of such unforeseen emergencies. AO sees to the maintenance of the lawns and gardens so that even a casual visitor is struck by the beauty of the campus.

- A very good system of reporting of problems has been put in place, and they are attended to promptly. A series of process maps and SOPs have been developed for maintenance and various purchase activities connected to infrastructural maintenance.

- As a policy, faculty members, staff, lab assistants, drivers and other service personnel care for the equipment under their supervision.
- Any incident beyond the scope of SOP is reported to the AO, who assigns the task to a team of capable and dedicated maintenance personnel within the university itself
- External equipment manufacturers are referred to when efforts within the university fail.
- Every department maintenance stock register and maintenance registers.
- All the campuses are monitored using CCTV. And there are sufficient numbers of CCTV as prescribed salutatory bodies.
- For maintenance of equipment, computer, elevators, etc., the university has AMC with relevant agency.
- **Laboratory**: Record of maintenance account is maintained by lab technicians, Lab In charge and supervised by HODs of the concerned departments. The calibration, repairing and maintenance of sophisticated lab equipment's are done by the laboratory technician and technicians from related owner enterprises.
- **Library**. The requirement and list of books is taken from the concerned departments and HOD's are involved in the process. The finalized list of required books is duly approved and signed by the Director.

Suggestion box is installed in the University common area take student and employee feedback. The feedback helps a lot in introducing new ideas regarding library enrichment.

To ensure return of books, 'no dues' from the library is mandatory for students before appearing in exam.

RFID Hardware and software is used in library, which helps in better circulation and maintenance of records.

- **Sports: -** Regarding the maintenance of sports equipment, there are various clubs who help in purchase, stock keeping and maintenance along with the help of support staff under the supervisor of AO.
- **Computers**: The purchase, stock and maintenance of the computer in various labs and administrative areas are managed by the team members of the ICT Cell. ERP software is used for maintaining details of all the stock holders. Each Department is provisioned with sufficient no of computer for their requirements. The entire campus is Wi-Fi enabled with high speed internet connection. The computer devices are maintained regularly.
- **Classrooms**: ADBU has various committees for maintenance and upkeep of infrastructure. The maintenance and requirement fulfillment is done under the supervison of the AO following the SOP.

Following Annexures link upload in additional information

- Annexure 4.4.2 A – SOP Purchasing and Maintenance
- Annexure 4.4.2 B – SOP Maintenance, Flow Diagram
- Annexure 4.4.2. C – AMC and Maintenance record for Lift, Generators, etc
-

| File Description | Document |
|---|---|
| Upload any additional information | View Document |

# Criterion 5 - Student Support and Progression

## 5.1 Student Support

**5.1.1 Average percentage of students benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).**

**Response:** 18.49

5.1.1.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 950     | 269     | 88      | 415     | 131     |

| File Description | Document |
|------------------|----------|
| Upload self attested letter with the list of students sanctioned scholarship | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |

**5.1.2 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.**

**Response:** 67.29

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1837    | 1775    | 1319    | 1225    | 341     |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |

**5.1.3 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. Awareness of trends in technology**

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| Link to Institutional website | [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 |
|---|---|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | [View Document](#) |
| Details of student grievances including sexual harassment and ragging cases | [View Document](#) |

## 5.2 Student Progression

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

**Response:** 100

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---|---|---|---|
| 32 | 8 | 4 | 5 | 7 |

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 32 | 8 | 4 | 5 | 7 |

| File Description | Document |
|------------------|----------|
| Upload supporting data for the same | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |

**5.2.2 Average percentage of placement of outgoing students during the last five years**

**Response:** 0

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

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

| File Description | Document |
|------------------|----------|
| Upload any additional information | [View Document](#) |
| Self attested list of students placed | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Link for additional information | [View Document](#) |

**5.2.3 Percentage of student progression to higher education (previous graduating batch).**

**Response:** 25.46

5.2.3.1 **Number of outgoing student progressing to higher education.**

Response: 151

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |
| Link for additional information | [View Document](#) |

## 5.3 Student Participation and Activities

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

**Response:** 198

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 45      | 36      | 37      | 48      | 32      |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |
| e-copies of award letters and certificates | [View Document](#) |
| Any additional information | [View Document](#) |

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**5.3.2 Presence of Student Council and its activities for institutional development and student welfare.**

**Response:**

**ACTIVE STUDENT COUNCIL & REPRESENTATION OF STUDENTS**

Assam Don Bosco University (ADBU) has its student council in each of the campuses as an integral part of a greater body called Campus Association. It has evolved over the period of last 10 years of our journey from its original version from Don Bosco College of Engineering and Technology's College Association, being the first constituent unit of ADBU in its campus.

The notion of college Association for Campus Association is unique in the sense that it is a composite body having representatives from all the stakeholders in the campus, management, administration, faculty and staff as well as students.

The student body is formed by the student representatives, one male and one female from each class duly elected by the students in the class. All the representatives assemble at a particular venue on a day and elect three Central leaders. The entire process is conducted around a free and fair environment, ensuring that all the democratic values are upheld.

One student coordinator and two assistant student coordinators (one male and one female), the ratio of male and female representative is maintained, so that there is a proportional representation. These three Central leaders take lead role in all the activities in the campus involving all the students through respective class representatives.

The Coordinators and the representatives are actively involved in the day to day academic activities as they act as the single point of contact between the administration and the students as a whole. The dissemination of information is always initiated through them and the response and feedback is also received via them. They are also involved in conducting seminars and workshops under the mentorship of a faculty. They are also involved in the Academic Council, anti-ragging committees, library management. Even during the admissions, they play a very significant role and represent our university voluntarily as "Brand Ambassadors".

The coordinators and representatives are the Ex-Officio members of the Training and Placement Cell and the Disciplinary Committee, and more importantly, the Internal Quality Assurance Cell of the university where they are involved in the student affairs related to the respective bodies.

For engagement of the students in a variety of co-curricular and extra-curricular activities, different clubs are formed with individual executive bodies for each club. The class representative of the campus Association is assigned tasks in these clubs as liasoning representatives, who act as the linkage between the campus Association and the clubs. The representatives take the lead in organizing important events such as the Prajyuttam (The Annual Technical Festival for the School of Technology), DVerve (Annual Sport and Cultural Event for the School of Technology), Boscosiad (Annual Sport and Cultural Event for the University). In addition to these, they organize NERICT (Inter College Sports Event), Curtain Call (inter College Drama Event), World of Science, Blood Donation Camps, Vita Scientia Club Activity, and many more.

Annexure uploaded [upload any additional information]

1 Student activity clubs

2 List of Events Organized by College Associations

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

**5.3.3 Average number of sports and cultural events / competitions organised by the institution per year**

**Response:** 3.2

5.3.3.1 **Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.**

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

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Report of the event | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |

## 5.4 Alumni Engagement

**5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.**

**Response:**

*5.4.1The Alumni Association/ Chapters*

The Assam Don Bosco University Alumni Association (AAA) came into being in April, 2014 and since then has been actively involved in the various activities related to the Alumni of the University. Our alumni association is not registered with the Registrar of Societies. However, the alumni unit is active and functional, with several chapters across the world.

The General activities of the ADBU Alumni Association include the following:

1. Creation, updating and maintenance of ADBU Alumni Database
2. Uploading ADBU alumni database
3. Updating the alumni of ADBU with the developmental activities of the University.
4. Assist the University for arranging talks from the alumni and other corporate sectors.
5. Promoting student, alumni and faculty interaction.
6. Involving the alumni in social activities.

List of Activities:

1. First General Assembly (27 April 2014)
2. Visit to "Missionaries of Charity-Mother Teresa", "Shanti Dan", Khanamukh, Lankeshwar, Guwahati on 16th August 2015
3. Invited Talk by AyushTak- Mr. AyushTak of 2009-2013 BTech batches from the branch of Computer Science and Engineering addressed ADBU Community's common morning assembly on 18th November. He was hired for job in the 7th semester itself. He did his job internship in Bangalore and proceeded to US for MS. Ayush explained in detail how to crack GRE (Graduate Record Examination), TOEFL (Test of English as Foreign Language). Ayush scored 94 percent at the first attempt itself.
4. Invited Talk by Arpit Das - Mr.Arpit Das of 2008-2012 BTech batches from the branch of Electrical and Electronics Engineering addressed the gathering of ADBU's common morning assembly community. He is presently a naval officer in the Indian Navy.
5. Invited Talk by Rituraj Sarma - Mr. Rituraj Sarma of 2008-2012 BTech batches from the branch of Computer Science Engineering addressed the gathering of ADBU's common morning assembly community. Starting his career as an activation officer in India's leading telecom brand named

Vodafone, then as a software engineer at Tech Mahindra, he is now a Senior Data Analyst at AT&T, Seattle, Washington.

6. Sponsored the prize money for Marathon in Prajyukttam 2016
7. 1st DBIM Alumni Meet of the Local Chapter of ADBU Alumni Association (Jan 28, 2017)
8. 29-Jan-2018-02-Feb-2018 - AAA conducted a 5 Day Kiddies Day Camp at A. W. Thomas Girls Home for the children of 6-13 years. The main aim of the camp was "to enhance the psycho-social competence of the children living in this institution". A.W. Thomas Girls Home was established in the year 1981 by the Missionary from Wales. It is a charity based home run by the KJP Assembly, East Khasi Hills District till date.
9. 8-May-2018 -NAAC Peer Team Interaction with Alumni of ADBU
10. 21-Mar-2018 - Blood Donation Camp & Awareness talk - AAA, in alliance with the Health Care Unit, SOT, ADBU, jointly organized a Voluntary Blood Donation Camp. Around 50 donors donated blood.
11. 02-Feb-2019 -Alumni Meet for Physics Department, ADBU
12. 09-Jun-2019 - AAA AGA Meet @SOT
13. 01-Feb-2020 to 02-Feb-2020 - Alumni Meet for students of Social Work Department - Organizes to Tapesia Campus, around 50 alumni participated in a two days programme.

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

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

**Response:** D. 5 Lakhs - 20 Lakhs

| File Description | Document |
|---|---|
| Any additional information | View Document |

# Criterion 6 - Governance, Leadership and Management

## 6.1 Institutional Vision and Leadership

**6.1.1 The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance.**

**Response:**

The governance of the University is aligned with the vision and values based mission of the University to ensure realization of its strategic plan.

Vision: "Moulding intellectually competent, morally upright, socially committed and spiritually inspired persons at the service of India and the world of today and tomorrow, by imparting holistic and personalized education."

Mission:

? Inculcate human values in delivery of education through innovative and interdisciplinary learning

? Address issues pertinent to the socio- economic development of North East India

? Make professional and higher education accessible to weaker sections of society

? Strive for excellence and specialise in research with social relevance

? Sustain an environment friendly campus

The University is established under the Assam Don Bosco University Act 2009 under section 6 of the Assam Private University Act, 2007 (Assam Act No. VII of 2007) with the Honorable Governor of Assam as the Visitor of the University. The key University functionaries comprise of the Chancellor, Vice Chancellor, Pro Vice Chancellor, Registrar and Chief Finance Officer. The University leadership through the authorities of the Governing Body, Board of Management, Academic Council and IQAC in addition to several committees has developed a collective leadership in the stewardship of University strategy and management.

The University deliberates policy decisions based on its core values of integrity and equity considering perspectives from all stakeholders of the University. The Directors of the Schools, Research and Human Resources take ownership of administrative processes supplemented by regular faculty/staff meetings for periodic review on important matters. Younger faculty members are mentored to take up responsibility as Department Coordinators/Heads under experienced Directors to manage continuity and succession planning.

The Institutional Association Constitution established by the University with enrolment of student representatives deliberate matters impacting student welfare and development whereas representatives from Alumni Association are active in University bodies such as Training and Placement and IQAC.

The Boards of Studies (BOS) and Academic Council are empowered to revise and formalize curriculum, develop pedagogy, design assessment systems and review teaching-learning. They have adopted Outcome Based Education for all programmes, by adopting the POs developed by AICTE and NAAC, framing PSOs for each programme, defining COs to attain these PO/PSOs and revising the syllabus of various courses accordingly. Mapping of COs to syllabus and PO/PSOs to various courses are made available in the website. Attainment of the COs and PO/PSOs is subsequently measured and monitored by respective Departments and presented in meetings of BOS. Industry-Academia partnership is ensured by the various Departments through internships, membership in BOS and invited talks.

The alignment of the University's governance with the vision of the University and monitoring of academic-administrative processes by Quality Assurance has resulted in aspects such as better assessment processes, training of faculty members for effective online teaching delivery leading to

improvement in quantitative rating by students from 3.40/5 to 4.28/5, merit-based fee waiver system, comprehensive care system for students, establishment of Rapid Prototyping laboratory, ISO certification of the Mechanical Engineering Workshop, Service Learning course credits and "Green Campus" recognition.

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

**6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management.**

**Response:**

The University has a decentralized and participative management structure which enables organizational members to take decisions on strategic administrative matters integral to the vision and mission of Assam Don Bosco University. The Schools and the Centers are central to academic administration under the leadership of Directors with Heads of Departments governing aspects of allocation of courses for an academic semester, exam coordination and departmental research activities. The Departments have the autonomy to review the curriculum, make suggestions for pedagogy and assessment structure under a framework provided by the Academic Council.

There are concerted initiatives by the University leadership to ensure involvement of faculty and staff members with decisions impacting the University by participation in deliberations, focus group meetings and panel discussions. The monthly faculty meetings at individual Schools enable an open discussion on initiatives taken at the University and School level and encourage solicitation of alternate views for improvement. Starting with the office of the Vice Chancellor, senior leadership comprising of Pro Vice Chancellor, Registrar, Controller of Examination, Directors and Heads of Departments make every conscious effort to engage all members of the fraternity at the University.

Whereas faculty members take initiatives in organizing conferences, seminars, symposiums, workshops, guest lectures, conducting laboratories and field visits, monitoring various academic and operational aspects through committees, they also participate collaboratively with student representatives in Student Welfare and Development, Institutional Association Constitution and Grievance Redressal. All of these activities are directed by the Directors of Schools. The formation of Boards, Centers, Cells, Council and Committees ensure that every stakeholder has the opportunity to demonstrate their organizational acumen and contribute to administrative and academic processes of the University. In fact, every faculty member is invited to become a member of a committee of their choice ranging from academics, research, training and placement, co-curricular and extra- curricular activities to alumni relations. Such decentralization enables to instill a sense of ownership in faculty including preparing for higher responsibility in future.

Regular faculty and staff meetings at levels of University, Schools and Departments enable an open discussion on initiatives taken at the University and encourage solicitation of alternate views for improvement with feedback on academic and administrative processes which facilitate initiatives and

innovative ideas for improvement. There is a strong sense of anticipating the future of the University, a shared vision and the University strategy is translated into meaningful concepts.

**SOP WITH CASE STUDY:**

The process of introduction of a new academic programme is established in consultation with Heads of Departments, faculty members and subject matter/ industry experts for assessing demand of programme, competencies required by industry and career opportunities for students. Based on the feasibility analysis, the proposal is routed for review by the statutory bodies of Board of Studies and Academic Council and approval by the Board of Management. Accordingly the following programmes were introduced (case studies attached):

- **Commerce and Management:**

  - 2016: B.Com
  - 2018: M.Com and B.B.A.

- **Zoology:**

  - 2017: M.Sc.
  - 2019: B.Sc.

| File Description | Document |
| --- | --- |
| Any additional information | [View Document](#) |
| Link for Additional Information | [View Document](#) |

## 6.2 Strategy Development and Deployment

**6.2.1 The institutional Strategic plan is effectively deployed.**

**Response:**

The strategic plan of the University has driven a results based approach to bring about change and social transformation impacting communities and environment in partnership with multiple stake holders of community, government, industry and non-government organizations. Towards its purpose of advancing a productive learning and research environment, an agenda of **"Environmental Stewardship"** is the University's road map for building and operating a vibrant campus community. The University's commitment in its adoption and consumption of clean energy, management of water sources, conservation of flora and fauna, organic waste management and productive use of land has been recognized by the Centre of Science and Environment (CSE) in its Green Campus Compendium (2020). The campus has a natural forest cover and is the refuge of varied endemic species of wildlife. The hilly terrain of the area makes accessibility a challenge and therefore the architectural planning of the campus required the spaces and structures to be set up in a way which blended in with the natural landscape while also being accessible and eco-friendly.

The impact parameters are:

- Conservation of biodiversity and agroforestry: Agroforestry has been implemented through combined plantations of tea, coconut, rubber, cocoa, cashew-nut, agar, cocoa, ginger and turmeric across 190 acres of the campus area. Students are engaged in research areas of tissue culture, pest resistance, seed production and medical properties. Livelihood opportunities are available for rural communities in maintenance of the plantations.
- Grid connected solar roof top power system: A 320 kilowatt project currently operates in the University with energy consumption costs reduced significantly. The University currently leads the initiative in SDG 7 of Clean and Affordable Energy as nominated by the International Association of Universities.
- Waste management: Solid waste is transformed into landfill material and organic fertilizer is produced through vermicomposting. The waste trimmings from the plantations are availed by the rural populace for fuel.
- Water conservation and supply management: The minor and major reservoirs have ensured efficient water harvesting and water distribution with effective use of earthen bunds ensuring zero damage by storm water flooding. A fishery has also been developed to focus research on how fishing and aquaculture can improve rural economy, increase the affordability and availability of fish for better health and nutrition among vulnerable population and help in conservation of environmental resources. This initiative has been recognised as contributing to Climate Action by the International Association of Universities.
- Wildlife management: Care is taken by the University with the involvement of students and faculty to study and document the flora and fauna of the campus to ensure minimal human impact on wildlife and vegetation. A checklist of species available in the campus has been prepared with record of endemic and IUCN list of threatened species.

Curriculum: The multi-dimension aspects of environment and sustainability incorporated in the curriculum of the University focus on various themes of incorporating green technology applications in every-day life, research in life sciences for environment sustainability, natural resource management and rural development.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Strategic Plan and deployment documents on the website | [View Document](#) |
| Link for Additional Information | [View Document](#) |

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

**Response:**

The major bodies entrusted with the governance of the University are:

- The Governing Body: mandates improvements and initiatives in all areas integral for University development such as academics, research, administrative, financial stewardship and governance aligned with the vision and mission of the University.
- The Academic Council: is the principal academic authority of the University and regulates the standard of teaching, research and evaluation in the University.
- The Board of Management: reviews and deliberates short and long term reforms in academics, research and management ensuring that appropriate measures are in place for a sustainable development trajectory of the University.

These three bodies constituted in compliance with Assam Private Universities Act, 2007 are the major decision-making bodies in the University with participation in the process of decision making at every level of

- Chancellor
- Vice Chancellor
- Pro Vice Chancellor
- Registrar
- Controller Examination
- Directors – Research, Schools, Human Resources
- Administrative Officers
- Heads of Departments
- Faculty
- Non-Teaching Staff

The Internal Quality Assurance Cell is involved in planning, auditing performance and adherence to quality parameters. Accessibility of the Leadership for interacting with all stakeholders is an outstanding characteristic of the University.

The academic units of the University are its five schools and 23 departments. The schools include:

- School of Technology
- School of Commerce and Management
- School of Humanities and Social Sciences
- School of Life Sciences
- School of Fundamental and Applied Sciences

Each School is headed by a Director who is immediately responsible for its academic program, including managing departments towards academic excellence, overseeing its admissions and curriculum, and enforcing its rules and regulations. The Directors are appointed by the Vice Chancellor, on the recommendation of the Governing Body and serve for a term of 3 years, subject to renewal based on review and recommendation by Governing Body for appointment by Vice Chancellor. The Heads of Departments in each School are responsible for the day to day running of their respective departments, and for direct management of the faculty members of the concerned department. The Heads of Departments report to the Director of the concerned School.

The Ombuds Officer serves as an informal, confidential resource for assisting members of the University community with conflict resolution and makes recommendations on matters of University policy and life that need improvement and reports directly to the Vice Chancellor. Appointments at the University adhere

to a procedural standard and the Selection and Appointment Committees are constituted by the Vice Chancellor to ensure transparency and accountability in hiring of faculty and staff members. Independent Subject Matter experts from institutes of state and national repute are invited to be members of the Section Committee for independent assessment of candidates appearing in interviews for University positions.

University Policies are reviewed and approved at Governing Body level for communication to and implementation by University members. The policies are intended to be efficient, serve to promote compliance, mitigation of risks, accountability across the University and seek to protect the University and its faculty, staff and students.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link to Organogram of the University webpage | [View Document](#) |
| Link for Additional Information | [View Document](#) |

**6.2.3 Institution Implements e-governance covering following areas of operation**

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

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Screen shots of user interfaces | [View Document](#) |
| ERP (Enterprise Resource Planning) Document | [View Document](#) |
| Details of implementation of e-governance in areas of operation, Administration etc (Data Template) | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

## 6.3 Faculty Empowerment Strategies

**6.3.1 The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff .**

**Response:**

The University's Performance Management system ensures the effective engagement and development of

faculty and staff competencies in the University's strategic planning and execution. It links the performance appraisal process to the University's strategy by Departments defining plans of action for an academic year based on their respective Departmental vision and mission. The plan of action entails assignment and target setting process which clarifies what individual faculty members are expected to deliver within the period of an academic year. They are linked to relevant requirements for development of students, research, department and Institution building. At the end of the academic year, this plan is reviewed collectively by the Department members based on the priority weightage assigned to the various aspects of the action plan. Department meetings held at regular intervals enable Heads of Departments to offer constructive feedback to faculty members, faculty members to seek clarification and make suggestions for realignment of priorities as required for development of students, Department and Institution Building.

The online student feedback system in place occurs once every semester i.e. twice in a year and is collated in individual reports for every faculty member, giving faculty members the opportunity to receive students' perceptions of learning experiences. Faculty members take initiatives for improvement based on feedback provided by student. Every faculty member provides the Academic Research Score format based on the requirements met during the academic year. Further, the review of priorities and performance by designated supervisors ensures that there is a long term strategic alignment of activities and overall objectives with the vision and mission of the University.

The University adopts the minimum qualification and experience as prescribed by UGC/AICTE for promotion. Career advancement in the University does not subscribe merely to years of service - it is directly linked to the performance of the individual at every stage of her / his career and the number of vacancies available. Performance appraisal reports by the Performance Assessment Committee appointed for this purpose is the key determining factor for the University to decide on promotion of employees.

Welfare measures:

**1. Infrastructure:**

- Teaching and Non-Teaching
- Hygienic working environment
- Well maintained, individual cabins

**2. Increments:**

- Teaching
    - Annual and special increments on emoluments
    - 3 increments on award of PhD
    - 2 increment for M.Phil or M.Tech qualification
- Non-Teaching
    - Annual and special increments on emoluments

**3. Leave**

- Teaching
    - Vacation leave based on academic calendar
    - Casual, Maternity and Sick Leave as per policy

- Paternity leave for male employees
- Duty leave for attending conferences, congresses, symposia and seminars, delivering lectures in institutes and colleges
- Special leave for exigencies which may arise
- Non-Teaching
  - Casual, Maternity and Sick Leave as per policy
  - Paternity leave for male employees
  - Earned leave which can be availed during the time of vacation period in the academic calendar of the University
  - Special leave for exigencies which may arise
  - Annual and special increments on emoluments

**4. Medical & Group Personal Accident Insurance**

Teaching & Non-Teaching

| File Description | Document |
| --- | --- |
| Any additional information | [View Document](#) |
| Link for Additional Information | [View Document](#) |

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

**Response:** 4.7

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| --- | --- | --- | --- | --- |
| 29 | 6 | 0 | 1 | 3 |

| File Description | Document |
| --- | --- |
| Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template) | [View Document](#) |
| Link for Additional Information | [View Document](#) |

| Other Upload Files | |
| --- | --- |
| 1 | [View Document](#) |

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

**Response:** 14.6

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| --- | --- | --- | --- | --- |
| 31 | 12 | 13 | 10 | 7 |

| File Description | Document |
| --- | --- |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template) | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for Additional Information | [View Document](#) |

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

**Response:** 24.18

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| --- | --- | --- | --- | --- |
| 82 | 39 | 35 | 11 | 22 |

| File Description | Document |
| --- | --- |
| Details of teachers attending professional development Programmes during the last five years (Data Template) | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for Additional Information | [View Document](#) |

## 6.4 Financial Management and Resource Mobilization

**6.4.1 Institutional strategies for mobilisation of funds and the optimal utilisation of resources**

**Response:**

The financial strategy of the University was developed to ensure a sound financial foundation on which it can pursue strategic objectives and implement key policy decisions. The strategy targets financial sustainability with a four-pronged approach: aggressive fundraising campaign, optimal utilization of resources, prudent approach to asset investment, and continuous enhancement of infrastructure.

The concept paper of the University laid out the principles towards the management of its finances:

a) Meet capital expenses and infrastructure development through fund-raising;

b) Meet salary expenditures and maintenance of utilities and services from student fees, and

c) Generate alternative resources out of the University land, assets and infrastructure

*Status Report on the University Project published in 2012*:

1. Develop the infrastructure through the support of Foundations, Individual and Organisations
   - *all infrastructure development with funding from Porticus Foundation, Auxilium Foundation, Bachmann Foundation, Italian Bishops' Conference, Jugend Eine Welt, Don Bosco Procures at Bonn, Turin, Madrid, Rome, Hong Kong, Beromunster.*
2. Manage the maintenance and operational costs through fees, development of facilities, use of land
   - *Audit Reports show that this target has been largely met.*
3. The University should be financially sound from inception - *an ongoing process*

- Develop one cluster at a time for long term sustainability – *Refer to the 'Timeline of the University'*
- Develop an investment plan – *M/S Bawri Financial Services has ensured an average annual yield on investments above 10%*
- Develop separate channel of fund generation from donors and investors – *securing funding from investors has not been successful on account of the risks involved*
- Maximize opportunities for investment in retail, utilities and services – *all services at the University are outsourced giving some returns*
- Build up a Scholarship Fund for deserving and under-privileged students – *with the help of Foundations and savings, a considerable fund has been set up*
- Institutionalize our commitment to social responsibility
   - residential school for poor children – *not yet realised, but support is being given to neighbourhood schools*,
   - health centre for the needs of the neighbouring villages – *built and operational for the last five years*,
   - helping nearby villages to set up individual plantation units based on the demonstration models set up in the University and market their products - *a continuous extension work of the University*

- Create guest houses for campus visitors – *done and operational at all campuses*
- Make the campus an eco-tourism model

To ensure financial viability of meeting salary commitments and maintenance costs from student fees, a calibrated introduction of Programmes of Study with division into clusters of sustainable programmes in the short term and long term was introduced alternately and in an over-lapping manner.

The following as evidenced from audit statements (6.4.4) have been met:

| KEY AIM | KEY TARGET | |
|---|---|---|
| Maintain a strong Balance Sheet | Annual Net Assets to be 53% of turnover | |
| Generate an annual Income and Expenditure surplus | Annual Income and Expenditure surplus of 3% | |
| Continue sustainable investment | Annual return on net assets to be 5% | |
| Increase Financial awareness and promote financial viability | Achievement of Financial Strategy targets to be within +/-10% threshold | |

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for Additional Information | [View Document](#) |

**6.4.2 Funds / Grants received from government bodies during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V ) (INR in Lakhs).**

**Response:** 0

6.4.2.1 *Total Funds / Grants received from government bodies for development and maintenance of infrastructure (not covered under Criteria III and V) year wise during the last five years (INR in Lakhs).*

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

| File Description | Document |
|---|---|
| Details of Funds / Grants received from government bodies during the last five years (Data Template) | [View Document](#) |
| Annual statements of accounts | [View Document](#) |
| Link for Additional Information | [View Document](#) |

**6.4.3 Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)**

**Response:** 3692.31

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 210.88  | 1352.96 | 726.04  | 745.26  | 657.17  |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |
| Any additional information | [View Document](#) |
| Annual statements of accounts | [View Document](#) |
| Link for Additional Information | [View Document](#) |

**6.4.4 Institution conducts internal and external financial audits regularly**

**Response:**

Assam Don Bosco University being an entity sponsored and promoted by Don Bosco Society Azara has a dedicated Internal Audit Team of the Society. This Team functions on a honorary basis and has been instrumental is setting up the financial controls and systems to ensure methodical and organized approach to evaluate and improve the financial management, devise strategies for protection from fraud and misappropriation, compliance with laws and regulations and financial control processes.

The Team also puts sufficient systems and procedures in place to ensure adherence to institutional policies, physical verification of assets, consumables, stores, inventory, and other assets, proper books of accounts, vouchers along with supporting documents are maintained, confirmation of balances from debtors, creditors and others are obtained periodically at the year end and proper systems and procedures are in place for internal control at the various department levels.

The External Audit is performed by an independent Chartered Accountant Firm, appointed as a Statutory Auditor, who initially reviews the reports and observations made by the Internal Audit Team and the explanations given by the Accounts Team of the University. Taking into account the observations, an exhaustive list of requirements, given for compliance and submissions to the Statutory Auditor for completing the auditing of the financial statements of the University and providing a realistic statement through his audit report that the books of accounts reflect a true and fair view of the operational activities and the financial position of the University.

The role of the Statutory Auditors includes crucial impact factors like the University's financial reporting

process and the disclosures ensuring that the financial statements are correct, sufficient and credible; major accounting entries; significant adjustments made in the financial statements / books of accounts arising out of audit findings; compliance with statutory requirements relating to financial statements; disclosure of any related party transactions; reviewing the findings of any matters where irregularity or a failure of internal control systems; to look into the reasons for delays in the payments / recoveries from / to creditors / debtors and carrying out any other function/s as deemed necessary in the capacity of Statutory Auditor.

Audit observations / objections are settled within the specified time frames for reporting with various regulatory bodies based on the accounting standards and principles under the directions of the Statutory Auditors from time to time.

Details of the Internal and External Audits conducted in the last five years are listed below:

| Year of Internal and External Audit | Period of Internal Audit | Date of External Audit |
|---|---|---|
| 2015-16 | 03.12.2015 to 27.05.2016 | 27.07.2016 |
| 2016-17 | 06.01.2016 to 29.05.2017 | 21.06.2017 |
| 2017-18 | 24.11.2017 to 26.05.2018 | 15.07.2018 |
| 2018-19 | 07.12.2018 to 24.05.2019 | 10.07.2019 |
| 2019-20 | 09.01.2019 to 31.05.2020 | 06.10.2020 |

Audit Reports of the Society are filed annually with the Income Tax Department, and there no outstanding objections or claims from the IT Department up to the latest audit 2019-2020. A copy of the Audited Statement is also submitted to the Registrar of Societies annually for records.

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

## 6.5 Internal Quality Assurance System

**6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals.**

**Response:**

**1. "Outcome based Teaching-Learning Approach with Design Thinking"**

An important step undertaken by the IQAC towards achieving quality has been the determination of unique learning outcomes and measuring student performance against them accurately to understand the extent to which they have been achieved. The taxonomy for learning, teaching and assessing is implemented and refined by every Faculty for mapping outcome based educative processes to build in students the skills that they will require to perform Industry 4.0 jobs – creativity, critical thinking, problem solving, an ability to collaborate and work in teams, among others.

This has led to support improvement in classroom teaching such as optimizing assessment of students' learning to inform future planning and teaching (reflecting on student learning outcome data, problem solving, critically evaluating literature on effective practice for use in classroom). The mapping of Programme, Programme specific and Course outcomes has also been able to stimulate a culture of Design Thinking among students to continually focus on the human-centered design, challenge assumptions for ideating innovation, seek feedback for improvement and be able to broaden one's frame of reference through shared learning experiences.

Towards this, students have been encouraged to carry out projects with meaningful impact for betterment of society which have been duly acknowledged by sanction of grants.

**2. Audit of Processes for consistency with the vision and mission of the University and continuous improvement**

IQAC regularly reviews and recommends reforms in critical processes of the University to evaluate current practice and suggest corrective measures to improve quality for appropriate application of systems and processes in implementation of good governance. The IQAC has constituted internal audit committees including external subject matter experts for independent review in evaluation of the process or system under audit.

**Audit by IQAC:**

| Year | Audit | Scope | Finding | Recommendation | Impleme |
|------|-------|-------|---------|----------------|---------|
| 2015-2016 | Admission | Ensure efficiency and improve footfall | Gaps in capture of record | Capture of record with technology integration | • S in<br>• D |
| 2015-2016 | Examination | Ensure error free process | Requirement of measure to ensure there is risk free continuity | Ensure uniformity in practice across campuses | Improven<br><br>• S<br>• C<br>• E pr |

| Year | | | | | |
|---|---|---|---|---|---|
| 2016-2017 | Research Climate | Creation of a vibrant research climate | Promotion of research and publications | • Adherence to UGC Standard<br>• Mentoring Faculty Members in Research Publication | Establish<br>• U<br>P<br>• R<br>ar<br>R |
| 2020-2021 | Online Teaching-Learning | Address gaps as expressed by Students and Teachers | Challenges in delivery and perception of online teaching-learning | • Online teaching-training for Faculty<br>• Engage students | • T<br>fa<br>–I<br>ar<br>Pr<br>• O<br>Lo |
| 2020-2021 | Green & Environmental Audit | Ensure sustainability in environmental practice and usage of resources | Green campus initiatives and practice in progress | Focus:<br>• Water conservation<br>• Biodiversity<br>• Minimize resource wastage | Implemen<br>• E<br>C<br>V |
| 2020-2021 | Energy Audit | Ensure energy utilization is optimized | Reduction in energy cost with adoption of solar energy | Focus:<br>Renewable Sources of Energy | Implemen<br>• E<br>P<br>• C<br>p |

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for Additional Information | [View Document](#) |

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**6.5.2 Institution has adopted the following for Quality assurance 1. Academic Administrative Audit (AAA) and follow up action taken 2.Confernces, Seminars, Workshops on quality conducted 3. Collaborative quality initiatives with other institution(s) 4.Orientation programme on quality issues for teachers and students 5. Participation in NIRF 6.Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA).**

**Response:** A. Any 5 or more of the above

| File Description | Document |
|---|---|
| Upload e-copies of the accreditations and certifications | [View Document](#) |
| Upload details of Quality assurance initiatives of the institution (Data Template) | [View Document](#) |
| Any additional information | [View Document](#) |
| Paste web link of Annual reports of University | [View Document](#) |
| Link for Additional Information | [View Document](#) |

**6.5.3 Incremental improvements made for the preceding five years with regard to quality (in case of first cycle), Post accreditation quality initiatives (second and subsequent cycles).**

**Response:**

The University has implemented several quality enhancement initiatives:

- **Ensure teaching-learning is relevant to real world challenges**: In the current context, the need for students to empathize with others, value diverse perspectives and cultures, understand how events around the world are interconnected and develop an acumen for problem solving are critical life skills. Towards this, the University has launched:

1. International Virtual Academic Collaboration: This project focuses on virtual academic collaborations between Frankfurt University of Applied Sciences and Assam Don Bosco University - incorporating the concept of blended mobility and extend the scope of digital academic access to teaching and learning.
2. Service Learning: Service learning is referred to as a platform for students to understand, integrate and apply their knowledge from their subject areas to work with the real needs of the community and environment with the purpose of improving it. While the rationale of service learning flows from the University's vision of moulding socially committed individuals in the service of society, this platform is aligned as much, with the shared vision and ownership of the communities facilitated through a participatory process.

- **Outcome based Education:** The emphasis on outcome based education has led to clarity of focus in development of curriculum towards the outcomes expected of students. The various approaches adopted within the outcome based education framework include lectures, tutorials, assessments, seminars and workshops, industry visits and interaction.
- **Online Teaching Learning**: Due to the crisis faced by the teachers and the students of the University due to the global pandemic caused by the novel corona virus infection, COVID-19, Assam Don Bosco University effectively combated its impact on academics and stayed in touch with the students. A survey was carried out among students and faculty in June 2020 to identify gaps in online teaching based on which faculty were trained leading to improvement in feedback on teaching. An Online Teaching and Learning Strategy framework was developed for providing active and personalized education for all the On campus students during this Pandemic for the following up of the University curriculum**.**

- **Automation of Library Management System** and upgradation of library collection Library: To improve the level of services and quality of the library with effective sharing of resources, the automation includes

1. Implementation of RFID in library management system for accuracy of inventory and facilitation of retrieval of library resources
2. Android based application to facilitate access to OPAC by library users
3. Inculcating self-tracking of library usage by library users in viewing status of books issued

- **Enhancement of Consultancy Service by University:** The University has been able to optimize faculty potential through development of a structured University Consultancy providing services to several small and medium sized industry project targeted at rural livelihood generation and revival of traditional industry.
- **Development of communication and interviewing skills of students**: The University has conducted department wise communication skill programmes with the School of Technology having a course in Communication skills in all the branches.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for Additional Information | [View Document](#) |

# Criterion 7 - Institutional Values and Best Practices

## 7.1 Institutional Values and Social Responsibilities

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

**Response:**

Our University has initiated several measures for the promotion of gender equity. An Anti Sexual Harassment Policy has been adopted to create an atmosphere free from any form of sexual discrimination and harassment. The associated **Committee for Gender Amity** ensures prevention, prohibition and punishment of sexual harassment. Other measures are listed below.

1. **Assigning Leadership Role to women students** on par with men in the Student Body of the university - the Campus Association.

- It is newly constituted at the beginning of a new academic year with Class Representatives (CRs) - one male and one female, elected by students of each class. The CRs in turn elect the the Student Coordinator and two Assistant Student Coordinators, one male and one female. Thus both genders are equally represented in the association, both in membership and leadership.
- This student body plays important roles in all the co-curricular and extra-curricular activities in the campus
  - all the CRs are members of the Training & Placement Cell.
  - The three Student Coordinators are ex-officio members of the Disciplinary Committee.

2. **Special Bodies meant for Gender Sensitization** -

- **Committee for Gender Amity (CGA)**: This committee is mandated to
  - bring about gender sensitization in the campuses of ADBU under the leadership of female faculty members.
  - take up complaints of sexual harassment, investigate the same for fact finding and finally recommend actions to be taken by disciplinary Committee.
  - To organise workshops and awareness programmes specifically for counselling and enriching the female students, faculty and staff members with new knowledge.
- A group of *Gender Champions* has been notified to meet up the requirements of Gender equity and Sensitization in the University. The body consists of Nodal Teachers and Student Gender Champions from all the Schools of the University.
- **Adequate Representation** is provided for female faculty and staff in University committees like Board of Management, Academic Council, Grievance Redressal Cell, Disciplinary Committee, etc.
- **50% of Heads of Departments** are ladies though only 36% of faculty and staff are ladies.

3. **Sensitivity to needs of female members:**

- Dedicated Restroom with bed, toilet and nurse in attendance, tele-enabled with doctors in the town,
- a creche for child care,
- a vending machine for procuring sanitary pads and an incinerator for their disposal

4. **Awareness programmes on health issues** for young women conducted periodically

5. **Women play lead roles on special occasions:** For example:

- Inauguration of academic year, Convocation, conferences, seminars
- Organising & Judging Mr and Ms Freshers in the Freshers' Social, Sports competitions specific to women such as cricket, football,volleyball, basket ball
- Celebration of International Womens'Day on 8th March every year

6. **Service to women outside**-Vanit Agrata is a special body formed by a few faculty members from the Department of Computer Science Engineering which conducts programmes for women empowerment e.g.,computer literacy programmes, house keeping skills etc. mostly for external needy women. Faculty and students of Department of Social Work are engaged in manifold activities for upliftment of the neighbouring community with special focus on women.

| File Description | Document |
|---|---|
| Specific facilities provided for women in terms of: a.Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information | View Document |
| Annual gender sensitization action plan | View Document |

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

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

**Response:** A. 4 or All of the above

| File Description | Document |
|---|---|
| Geotagged Photographs | View Document |
| Any other relevant information | View Document |

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

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**

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

**Response:**

Our university has an effective waste management system based on 3 fundamental principles: **Reduce, Re-use, Recycle**. The key strategy is **Segregation of waste** for which **Dedicated space is utilised**, ultimately leading to re-use, re-cycling or disposal of the waste.

**Solid waste management**

- Bins are provided throughout the campus to segregate solid waste with signage - **Plastic Only** and **Non-plastic**
- **Plastic waste** is collected and sold to an agency that re-cycles plastic.
- Non-plastic is segregated into **Organic Bio-degradable** and **others**.
- **Organic bio-degradable** is used for **vermi-compost** preparation. The kitchen waste is collected from all the hostels, biodegradable materials shredded and mixed with cowdung and fed to a widely used earthworm species known as *Eisenia fetida* in a tank. Grass cut from the lawns is also fed into the tanks. Final product *vermicompost,* organic manure, is utilized for agriculture.
- Others (like paper, cardboard, etc.) are converted into ash in a **magnetic high-temperature smokeless incinerator.** Refer:
- **Kitchen waste** is collected by the canteen staff and is taken away **to feed pigs** in a pig farm.

**Liquid waste management**

- **Waste water from wash-basins** is channelled into drains and then into small streams. Flowing down the drains and streams, water is naturally oxygenated and purified.
- The **waste from the canteens** and other areas are channelled into a reservoir for **biological treatment using magur fish**, acting as scavengers, before the water goes out into the water bodies.

**Hazardous chemicals and radioactive waste management**

Chemicals flowing out through the drains of the laboratories are made to pass through a waste Management system that consists of three Chambers containing Gravel, Sand and Charcoal in sequence. The water flowing out from third chamber, free from hazardous chemicals, is lead to a soak pit. The three chambers are replenished with new materials after a period of six months.

The solvents used in the laboratories are reused after distillation to minimize the use of solvents. The waste solvents are separated as halogenated and non-halogenated solvents in plastic containers. To prevent heat generation and gas evolution or other reaction, compatibility of the waste is checked carefully.

Halogenated and non-halogenated solvents are stored separately in designated plastic drums. After the drums are full, the State Pollution Board is contacted for collection and destruction.

**Biomedical waste management**

Only a very small amount of bio-medical waste is generated in the campus at the university primary health

centre. This is **converted into ash in a magnetic high-temperature smokeless incinerator**.

**Radioactive Waste**

The university is not dealing with radioactive materials at present. Hence no radioactive waste is generated.

**E-waste management**

For disposal of e-waste, our university is collaborating with *Karo Sambhav,* an e-waste Producer Responsibility Organisation (*PRO*) and **United Global Trust,** a Service Provider registered with Pollution Control Board, engaged in providing eWaste management. Karo Sambhav was invited to make a presentation to the university community on e-waste management. Karo Sambhav and United Global Trust remove all e-waste from our campuses.

| File Description | Document |
|---|---|
| Relevant documents like agreements/MoUs with Government and other approved agencies | [View Document](#) |
| Geotagged photographs of the facilities | [View Document](#) |

**7.1.4 Water conservation facilities available in the Institution:**

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

**Response:** A. Any 4 or all of the above

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

**7.1.5 Green campus initiatives include:**

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

**Response:** Any 4 or All of the above

| File Description | Document |
|---|---|
| Various policy documents / decisions circulated for implementation | [View Document](#) |
| Geotagged photos / videos of the facilities | [View Document](#) |
| Any other relevant documents | [View Document](#) |

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

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

**Response:** A. Any 4 or all of the above

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

**7.1.7 The Institution has disabled-friendly,  barrier free environment**

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

**Response:** A. Any 4 or all of the above

| File Description | Document |
|---|---|
| Policy documents and information brochures on the support to be provided | [View Document](#) |
| Geotagged photographs / videos of the facilities | [View Document](#) |
| Details of the Software procured for providing the assistance | [View Document](#) |

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

**Response:**

Our university provides an inclusive environment for promoting tolerance and harmony towards cultural, regional, linguistic, communal, socioeconomic and other diversities. This flows directly from its vision of "Moulding ... morally upright, socially committed and spiritually inspired persons, at the service of India and the World ...". To achieve this, the following policies, systems and programs are in place.

1. **Social Protection Policy**
   This addresses all concerns within the university arising out of the background of the members of the university like ethnicity, caste, class, culture, language, minority status and disability in any form. The fundamental objective of this policy is to uphold human dignity and promote respect for one another. A committee has been constituted and notified to create awareness about the objectives of this policy and monitor its implementation and deals the violations of this policy.

2. **Equity and Meaningful Inclusion Policy**
   This Policy is an expression of the educational philosophy of Don Bosco and the commitment of the University to foster safe and inclusive learning environment and safeguard children and vulnerable young adults from harm. The University recognizes the mandate of the Constitution of India – "The State shall not discriminate against any citizen on the grounds only of religion, race, caste, sex, place of birth or any of them". This policy on Safeguarding Children/Minors and Vulnerable Adults includes policy guidelines, proactive measures to ensure a safe environment in the University, procedural guidelines in dealing with reported incidents, and the details of the committee responsible for dealing with complaints in violation of this policy.

   Students, Faculty and Staff can raise concerns and make reports of discrimination without fear of reprisal or retaliation to the Safeguarding Officer. They may also bring concerns or complaints about discrimination to the attention of their respective Mentors and Designated Supervisors. Equity and Meaningful Inclusion Policy Manual is published on the University website.

3. **Anti Sexual Harassment Policy**
   This policy focusses on the prevention, prohibition and punishment of harassment and promotes equal opportunity of development and growth for women in our university. The policy gives greater emphasis on putting systems in place to prevent harassment in the first place. Rather than only responding to harassment, the intent is to ensure that it does not take place. Effective workplace

policies protect employees by dissuading potential harassers, and identifying and responding to harassing behaviour in its early stages. In addition, well functioning complaints procedures mitigate the likelihood of targets of harassment being forced to resort to the legal process.

These policies and their underlying values are discussed in the Student Induction and Student Development Programs.

Violations of these policies are dealt with by Anti Ragging Committee and Disciplinary Committee.

As a result of our efforts, we have staff and students from various cultures, tribes and states of India, and also foreign students. Foreign students spent about a month annually in our campus. Over 100 of our students are learning Mandrin.

Our social outreach programmes like Service Learning create awareness among the students about socio-economic imbalances and possible action plans.

| File Description | Document |
|---|---|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View Document |
| Any other relevant information | View Document |

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

**Response:**

Some of the measures adopted to sensitize students and faculty to our constitutional obligations and moulding them into responsible citizens are listed below.

**1. Mandatory 2-credit course on the Constitution of India**
Recognizing that study of our Constitution is a pre-requisite for gaining knowledge about the values, rights, duties and responsibilities enshrined in our Constitution, we introduced a **mandatory 2-credit course** on the Constitution of India for **all the students of the university.**

The text of the Constitution and the study material for the online course (prepared by our faculty) have been made available on the MOODLE platform on our LAN and is accessible even on the mobiles. The course consists of five self learning modules. At the end of each module, questions are provided to self-test one's grasp of the subject content. The students can clarify their doubts with the faculty mentors.

One can advance from one module to the next only by passing a proctored examination in which the question paper is computer generated uniquely for each student from a bank of questions. The answers are computer evaluated.

**2. Mandatory 2-credit course on Service Learning & Community Engagement**
In this course, students engage in activities that address human and community needs that promote student learning and development. This course sensitizes our students on their rights and responsibilities as citizens.

Among the objectives of service learning course are.

1. To create the social consciousness for linking classroom learning with the practical need of the communities.
2. To give students a greater sense of civic engagement and community involvement.
3. To empower students for social, economic and political change for contributing to their communities.

Each university department drafted the syllabus to connect it with their core domain for approval by the Academic Council. https://documents.dbuniversity.ac.in/naacdocs/criteria07/7.1.9/ADBU - Service Learning Courses - Syllabi of all Departments.doc

Faculty members were trained through an FDP on *Academic Excellence in Higher Education through Integration of Service Learning (concepts, practices, plans)* from 9 -11 January 2020 by Professors Andrew Carlson and Suzanne Walfoort from Metropolitan State University, Minnesota.

3. The students were introduced to Indian parliamentary procedures by holding a **Youth Parliament** on 24 October 2019 debating the motion 'The government is placing a bill that by 2022 the reservation policy will be abolished'. A total of 122 students in 25 teams from 14 different colleges and institutions from Guwahati participated. This is planned as an annual event.

4. Our university actively participates in the Government projects like Swachh Bharat Abhiyan, Swachhata Pakhwada, Unnat Bharat Abhiyan, etc inculcating in our students love for our motherland and its people.

5. Our university always encourages and enlightens its members to exercise their franchise, consciously and responsibly, giving leave when necessary or even re-scheduling exams.

6. Independence Day, Republic Day, Constitution Day are celebrated with due solemnity, including speeches by faculty, management, students.

7. Every important event end with the National Anthem.

8. Patriotic song competition held on several occasions.

10. Naming of roads & lanes in memory of prominent national personages

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

1. **The Code of Conduct is displayed on the website**
2. **There is a committee to monitor adherence to the Code of Conduct**

3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

**Response:** A. All of the above

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

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

**Response:**

Our university's mission includes moulding our students into patriotic citizens with a global outlook. To achieve this, celebration of national and international commemorative days, events and festivals are given due importance. We celebrate the events which fit best with the academic calendar. The efforts of the University can be listed in general under the headings of – i) Proper space ii) Infra-structure facilities iii) Time availability and iv) Human resource

1. **Proper space** – in each campus we have created some venue in which the whole campus community can be accommodated. For example, an atrium in Azara, the Convocation hall in Academic Block-II in Tapesia and the Assembly venue in Kharghuli. In addition to these big spaces, each campus has a number of halls and auditoriums for smaller gatherings.

2. **Infra-structure facilities** - All the above venues / halls are equipped with required audio system, projectors and display screens, mainline power connection with proper back-up.

3. **Time for planning and celebration** –

   1. Time for planning the events- events are planned and executed by the campus association and clubs under the supervision of the Campus minister. For holding all the meetings for planning of the events and festivals in the campus, we have two-hour mid-day break on two days in every 5-day cycle.

   2. Time for celebration – We have a system of holding morning assembly every morning before starting the classes for 10-minute duration. Most of the commemorative celebrations are organized during morning assembly which is extended for that purpose for longer period when required. Some events are also conducted during the mid-day breaks.

4. **Human resource** for the celebration: Generally our faculty members and students deliver the talks

primarily focusing on the significance of the event to enrich and inspire the campus community witnessing the event. Often cultural performances are incorporated to make the events more inspiring and entertaining. Occasionally prominent personalities are invited as guest speakers for the occasion.

Following are some of the events that are celebrated in our university:

1. Silpi Diwas on 17 January, the birth anniversary of Rupkonwar Jyoti Prasad Agarwal, a famous assamese artist.
2. Netaji Jayanti on 23rd January, the birthday of legendary leader Netaji Subhas Chandra Bose.
3. Republic Day, 26 January
4. International Women's Day on 8 March
5. International Yoga Day on 21 June
6. Independence Day, 15 August
7. Teachers' Day on 5 September, the birth anniversary of Dr Sarvepalli Radhakrishnan
8. Gandhi Jayanti on 2 October being the birth anniversary of the father of the nation.
9. Vigilance Awareness Week- 24 – 31 October
10. National Unity Day on 31 October being the birth anniversary of Sardar Vallabhbhai Patel, the first Home Minister of India.
11. National Education day on 11 Nov to commemorate birth anniversary of Maulana Abul Kalam Azad
12. Constitution Day on 26 November as the Constitution of India was adopted on this date in the year 1949.

| File Description | Document |
|---|---|
| Geotagged photographs of some of the events | [View Document](#) |
| Annual report of the celebrations and commemorative events for the last five years | [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: COMPREHENSIVE CARE SYSTEM (CCS) for students

## Objective:

Our objective as a Higher Education Institution is to transform young adults into dependable human

beings. The procedures and activities we have designed to achieve this goal, have evolved into a system, the Comprehensive Care System (CCS). Its specific objectives are:

1. Creating an enriching learning environment embedded with spiritual inspiration for imbibing universal human values, ensuring that confusion, grievance and stress are resolved early on.
2. Providing an engaged joyful life by providing platforms and opportunities to exercise inborn and acquired talents targeting cultural harmony and leadership quality.
3. Providing training and guidance for future employability / entrepreneurship.

## Context:

This best practice flows directly from ADBU Vision: moulding "intellectually competent", "morally upright", "socially committed" and "spiritually inspired" persons at the "service of India and the world" of today and tomorrow, so that every graduate manifests the desired attributes.

- **Intellectual competence** results from designing and teaching an up-to-date curriculum required by today's industry.
- **Moral Uprightness** arises from personal conviction and acceptance of moral values taught and inculcated into our graduates.
- **Social commitment** programs are organised to make our students aware that they are among the privileged 5% population of our country and they have a responsibility towards the remaining 95%.
- **Spiritual Inspiration** is instilled by making them reflect on the meaning and goal of life and the role of the Divine in their life's journey.

These attributes make our graduates dependable and competent human beings enabling them to make a positive difference to the society as young adults and ever after.

## The Practice:

CCS is implemented as follows:

A. **Personality development** through moral values and spiritual inspiration:

(i) **Daily Morning assembly** of the university community before starting classes. It's time for

- announcements,
- felicitating achievers,
- sharing a valuable thought or experience to give inspiration for the day
- praying together for God's blessings.
- Special assemblies are organized to celebrate events of national and societal importance.

(ii) **Student Development Program**:

- Every semester, for every class, inputs given following a master plan during a 3-day workshop on
    - ethics and values
    - cultural harmony
    - working in a group
    - leadership qualities

- Induction Program organised for the first semester students. One sample program is in the link below:
  ***https://documents.dbuniversity.ac.in/naacdocs/criteria07/7.2.1/Sample_Induction_Programme.pdf***
- Internal as well as external Resource Persons engaged.

(iii) **Mentoring System:**

- Every student is assigned a mentor, a faculty member from the student's department
- Each faculty member has 15 – 20 mentees.
- Generally, mentor-mentee relationship continues for the entire duration of the programme.
- Mentor maintains a file for each mentee, records
    - personal details,
    - academic background,
    - contacts of parents,
    - academic records in this university,
    - co-curricular and extra-curricular engagements and achievements,
    - problems faced if any and details of how they were resolved
      Sample of mentoring files:
      ***https://documents.dbuniversity.ac.in/naacdocs/criteria07/7.2.1/Sample_Mentoring_Files.pdf***
- Ensures day-to-day care of the students during the whole duration of study.

B. **Promoting joyful living, developing leadership qualities**, building an inclusive community through following entities:

(i) **Campus Association**:

- consists of representatives from students, faculty, staff and management.
- Student representatives are democratically elected, one boy and one girl from each class.
- Class representatives elect their own Student Coordinator and two Assistant Student Coordinators, a boy and a girl. Thus gender bias is eliminated.
- The campus association plans and executes co-curricular and extra-curricular activities. The link below gives the notification for the various years regarding roles and responsibilities.
  ***https://documents.dbuniversity.ac.in/naacdocs/criteria07/7.2.1/Campus_Association_Notification_Roles_Responsibiities.pdf***

(ii) **Student Activity Clubs**:

- All students are enrolled in one or more clubs.
- Discipline specific **co-curricular** clubs enhance classroom learning.
- **Extra-curricular** clubs like Music & singing, Dance, Drama, Art & Craft, Literary and sports clubs organize events and competitions to bring out the talents of students.
- Every club has an **elected executive body** of students and nominated faculty advisors.
- Many students develop their leadership potential; all learn to work in a team carrying out club-activities.

C. **Entities to prepare for future careers**:

- **Training and Placement Cell** provides soft-skill training, assistance for internship in industries and job placements.
- **Entrepreneurship Development and Incubation Centre** creates awareness and guides students for entrepreneurship.
- **Career Guidance Cell** informs and guides students for higher studies and competitive examinations.
- **Institutional Innovation Cell,** with the collaboration of academic departments and clubs, provides research orientation and promotes an innovative mindset in the students.

## Evidence of success

- **Pass percentage** in the end-semester exams is consistently high
- **Minimal number of disciplinary cases –** indicates the harmonious relationship existing in the campus.
- **Successful conduct of festivals and competitions**
  Annual sports and cultural festivals are successfully organized by the Campus Associations and Clubs.
    - University Week - D'VERVE in Azara, Bosco Siade in Tapesia
    - North East Regional Inter-college Tournament for students of the whole NE region.
    - PRAJYUKTTAM, an inter-college technical event organized in Azara campus to showcase technical talents.
    - Curtain Call, an Inter-college Drama Competition for colleges of Assam
    - List of winners is published in the Annual Magazine **Creazone**. Lists extracted available at: ***https://documents.dbuniversity.ac.in/naacdocs/criteria07/7.2.1/Prize_Winners_Co-Curricular_Extra-Curricular_events.pdf***
- **Proficiency certificate awarded** to each graduating student based on mentoring file. Sample certificate at link below:
  ***https://documents.dbuniversity.ac.in/naacdocs/criteria07/7.2.1/Sample_Proficiency_Certificate.jpg***
- **Awards won** in National level competitions such as Smart India Hackathon. Report available at: ***https://documents.dbuniversity.ac.in/naacdocs/criteria07/7.2.1/Winning_Smart_India_Hackathon_2018.docx***
- **Placements**: Though a very young university, our alumni are well placed; some are becoming entrepreneurs

## Problems Encountered and Resources Required

- A wrong mental attitude: "Morning Assembly is for schools, not for the university"
    - small percentage of students reluctant to attend morning assembly on daily basis.
    - Constant motivation is necessary.
    - Importance is enhanced by making all official announcements there and felicitating timely the achievers.
    - Special assembly with external speakers on interesting and important topic
    - Celebration of national and international Days
    - Venue of assembly made comfortable by installing big fans
- For Student Development Programmers, qualified Resource Persons are necessary.
- For Mentoring System: files are required for each mentee to store their progress and achievements. They must be updated continuously.

- Campus Association and Activity Clubs require
    - proper arrangements for meetings and working space
    - store rooms for keeping equipments and other accessories
    - additional human and financial resources for organizing festivals
- Training & Placement require
    - human resource : Training and Placement Officer
    - working space: office, meeting rooms, conference room with required facilities
- Many challenges for placements
    - geographical remoteness of NE
    - compared to mainland, less industries in NE
    - students of NE prefer to work in NE than elsewhere

## Notes: Any other information that may be relevant for adopting the best practice in other institutions

Effective mobilization of **personnel, facilities and resources** are needed for implementation of CCS as a best practice:

### Personnel

- Internal trained resource persons for conducting Students Induction/ Development programmes
- Efficient and dedicated faculty members to act as mentors, faculty coordinators and club advisors in various committees.
- Interested groups of students to lead the association and clubs for efficiently leading all the students to get involved in the activities, events and competitions.
- An efficient team with the placement officer.

### Facilities

- Proper space for the activities such as Auditorium, Conference hall, play-grounds
- Storage facilities for equipments and accessories
- Audio-visual systems

### Resources

- Financial resources- for conducting any activity and festivals, awards in competitions.
- External human resources to act as judges, quiz master, special guests and resource persons to deliver talks, referees, umpires etc.
- Variety of materials needed for different clubs.

# BEST PRACTICE-2

## Title: Blended Teaching-Learning and Evaluation System

## Objective:

By blended, we mean judicious mix of offline and online methods. Category-wise, objectives are:-

1. Continue with the conventional offline methods of teaching- learning in the class rooms and traditional methods of evaluation.
2. Include online methods -

- provide opportunity for learning 'anytime' and 'anywhere' beyond routine hours for better utility of 'off hours'. Using online formative assessment for continuous learning is an added advantage.
- offer additional learning materials from authentic valuable sources
- conduct part or whole of In-semester and End semester Examinations in online mode to overcome difficulties that may come all of a sudden.

## The Context

1. Today's students are very familiar and are even addicted to devices for online access for entertainment and social communication. Online teaching provides a welcome alternative to classroom teaching for such students
2. High quality online resources in synchronous / asynchronous mode are available like NPTEL, SWAYAM, spoken Tutorials, webinars, eBooks. These provide an opportunity to the students to be taught by experienced and expert faculty from reputed institutions, using a communication medium they are comfortable with.
3. There are many free online platforms available for teaching – Google Classroom, Google Meet, Zoom, MOODLE, etc.
4. In case of forced shutdown of institutions as in COVID-19, online mode is the only option.
5. The Internet connectivity is not reliable in rural areas. Hence a blend of synchronous and asynchronous mode of teaching is desirable.

## The Practice

1. Spoken Tutorial: Our university has been collaborating with IIT Bombay in the Spoken Tutorial project from 2015.
   *https://documents.dbuniversity.ac.in/naacdocs/criteria07/7.2.1/ABDU as Resource Centre & Knowledge Partner of IIT Bombay.pdf*
   We adopted Spoken Tutorials in our regular teaching-learning from 2015 and currently 26 tutorials are available in our institutional intranet including C/C++, Java, Latex, Linux, Python, PHP and MySQL, SCI Lab, QCad and Advanced C. This has been embedded into our laboratory curriculum.

2. NPTEL: Video lectures for around 56000+ hours videos of NPTEL (National Programme on Technology Enhanced Learning) courses are made available in our intranet for our faculty, staff and students.
   *(http://14.139.209.82:8002)*
   through which the university community gets access to the expertise available in the seven premier IITs and IISC, Bangalore. Faculty members suggest the courses to the students for additional learning related to their regular courses in their curriculum. We have also become an NPTEL Local Chapter providing opportunities for certification in NPTEL courses. That enhances one's skill set in the CV. Both students and faculty members are motivated and are benefiting from this facility. See list at:

*https://documents.dbuniversity.ac.in/naacdocs/criteria07/7.2.1/Certification_by_Faculty_&_Students_NPTEL_Courses.pdf*

3. COVID-19 challenged us to adopt new ways of teaching and learning. Relying on our earlier experience of working in online mode, we ventured into a fully online mode of teaching. Study materials (videos, presentations and text handouts) were prepared and shared with students ahead of scheduled classes. Online class hours were utilised for further explanation and clearing of doubts. To ensure learning outcomes are achieved, at the end of every class, few questions are given to the students to answer and submit within stipulated time. This also helped to monitor the attendance of students. Reports of online classes and tests available at:
*https://documents.dbuniversity.ac.in/naacdocs/criteria07/7.2.1/Online_classes_during_COVID-19.pdf*
*https://documents.dbuniversity.ac.in/naacdocs/criteria07/7.2.1/Internal_Assessment_Evaluation_during_COVID-19.pdf*

4. End semester examinations were conducted online using the platform eVeritas – University18, developed for our distance education programs. For this proctored examination system, the computer generates a unique question paper of similar standard for each examinee by random selection of questions from a bank of questions. The rules for the random selection of questions are encoded in a separate template called Regulations. The template incorporates Bloom's Taxonomy levels for comprehensive assessment of the entire syllabus.
**Sample Regulation and question bank** can be found at**:**
*https://documents.dbuniversity.ac.in/naacdocs/criteria07/7.2.1/Sample          Regulations          &Questions.xlsx*

5. Use of MOODLE as an LMS: Apart using Google Classroom, Google Meet Zoom, WhatsApp, we have adopted MOODLE as an LMS and trained our faculty to use it effectively.

# Evidence of success

1. Spoken Tutorial Certification results are utilised for assigning Internal Assessment marks for laboratory courses.*(https://spoken-tutorial.org/statistics/training/?training_planner__academic__state=4&training_planner__academic__city=&training_planner__academic__institution_type=&training_planner__academic__institution_name=Assam+Don+Bosco+University&department=&course_type=&course__foss=&sem_start_date_after=&sem_start_date_before=&lang=---------&status=1)*

2. Students are taught by expert faculty from IITs and IISc. Students and Faculty members undergo NPTEL certification giving value addition to their degrees.
*https://documents.dbuniversity.ac.in/naacdocs/criteria07/7.2.1/Certification_by_Faculty_&_Students_NPTEL_Courses.pdf*

3. Online assignments and quizzes are used for internal evaluation, which became a good alternative evaluation method during COVID19 Lockdown. **A Report on Internal Assessment** conducted in Spring Semester 2020 is given at:
*https://documents.dbuniversity.ac.in/naacdocs/criteria07/7.2.1/ADBU      Internal      Assessment Evaluation during COVID-19.pdf*

4. The SPRING-2020 semester classes scheduled from 20 January to 22 May 2020 was suddenly disrupted on account of COVID19 Lockdown from 25 March. However, the university was able to

shift to fulltime online mode of teaching and evaluation, engaging the students till end of June 2020, meeting all academic requirements as in normal times. More than 50% of the syllabus for all courses was taught in the online mode.

A Report on *classes conducted online in Spring Semester 2020* is given at:
*https://documents.dbuniversity.ac.in/naacdocs/criteria07/7.2.1/Online classes during COVID-19 at ADBU.pdf*

5. Following UGC directives, the End semester examinations of the final year students were conducted online using the platform eVeritas – University18 from 7 August 2020 and all the results were published by 24 September. This enabled the students with job offers to join employment positions in time.
*https://documents.dbuniversity.ac.in/naacdocs/criteria07/7.2.1/Online_End_Semester_Examination_Schedule_Final_Year_Students.xlsx*

6. The annual convocation was organized online on 5 October 2020 so that students got their degrees in time.

7. The new Academic Year for students of semesters of 3, 5 and 7 started on 1 September 2020 in online mode and was completed with end semester exams in the online mode by 04 February 2021. The next semester began on campus from 1 March 2021.

8. The online mode of teaching by our faculty members has produced a large repository of eResources.

## Problems Encountered and Resource Required

1. Inadequate Internet connectivity in remote areas

   - hampers online classes and examinations

   - makes proctoring of examinations difficult

2. Training required for both faculty and students to make online teaching & evaluation academically more effective. Effectiveness of the training may be tested out by holding the online classes and examinations on the campus itself in normal situations.

3. Preventing mal-practices in an online examination requires an automated proctoring system. This in turn requires adequate network connectivity, server processing power and storage space. Software must provide an efficient system to detect mal-practices on-the-go and by analysing stored data.

4. Upgradation required for the Intranet MOODLE Server to provide sufficient memory and storage space to handle the teaching and evaluation requirements of all the students in the campus. MOODLE software needs to be tweaked to enable online proctoring.

| File Description | Document |
|---|---|
| Best practices in the Institutional web site | 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:**

**"Engaged University"**

**The Concept:**

Social commitment, leading to Community Engagement, is integral to the vision of Don Bosco University. To be "*engaged*" in Don Bosco University means fulfilling its inspirational and developmental role in the communities around it, nurturing synergy in reciprocal learning and action, based on student led initiatives in continuous dialogue among concerned stakeholders, towards alleviation and resolution of issues afflicting communities and environment.

**The objectives:**

- To sensitise the University fraternity to burning social issues at local and global levels
- To nurture a deeply-felt solidarity with the under-privileged as the hallmark of a Don Bosco University Graduate
- To spark a personal commitment to community engagement

**Outcomes and Impact**:

As an engaged University, the faculty and students respond to social issues and initiate interventions based on participatory consultation with the members of the rural community. In recognition of this engagement, the University won the following awards.

1. Winner of "**Engaged University of the Year 2020 Asia Pacific (Entrepreneurship and Engagement Excellence) Award**" from the Accreditation Council for Entrepreneurial & Engaged Universities (ACEEU), Netherlands, against stiff competition from an eminent list of finalists: Swinburne University of Technology (Australia), Fuzhou University (China), Melbourne Polytechnic (Australia), Singapore University of Technology (Singapore), University of the Sunshine Coast (Australia) and Australian Catholic University (Australia).

2. The university was awarded the **7th eNabling North East Award** 2019-2020 in the category **Health, Sanitation & Wellbeing** for its low cost solar powered **drinking water initiative** for 12 neighbouring villages.

3. 5th FICCI Higher Education Excellence Awards 2018 for **Excellence in Institutional Social Responsibility** (Special Mention).
   7th FICCI Higher Education Excellence Awards 2021 for **Excellence in Institutional Social Responsibility** (Winner)

4. Our Vice-Chancellor, Fr. Stephen Mavely, was Finalist in Engagement Leader of the Year (2020) in Asia Pacific by the Accreditation Council for Entrepreneurial & Engaged Universities (ACEEU), Netherlands.

**Institutionalising Community Engagement:**

To coordinate all the Community Engagement Initiatives, the University launched its **"Centre for Development Studies and Initiatives"** (CDSI) in February 2017 at an interactive meeting held with the leaders of local communities. The centre has dedicated team to coordinate the community engagement initiatives of the university. The university is currently engaged in 12 villages with plans to extend it to 42 villages where socio-economic surveys have been completed. The Centre promotes initiatives in:

- Livelihoods and Food security
- Promotion of Education
- Promotion of Community health
- Promotion of local self-governance systems
- Promotion of social security
- Community Organization

A report on CDSI activities : *https://documents.dbuniversity.ac.in/naacdocs/criteria07/7.3.1/Report-on-Centre-for-Development-Studies-and-Initiatives.pdf*

Refer**: https://www.dbuniversity.ac.in/cdi.php**

**Mandatory Course in Service Learning**

To make community engagement an integral part of education, we have introduced a mandatory course in Service Learning for all the students of the university. The course gives department specific theoretical input of 30 hours for all the students, followed by planned and supervised engagement by the students with communities (200 hours for UG students, 180 hours for PG students). These activities are followed by reporting and guided reflection, records being mantained for an individualised Certificate of Proficiency in Community Engagement at graduation. A 5-day Faculty Development Program prepared faculty to design the Course.

**Some areas of community engagement initiatives where our faculty and students are involved are given below.** Detailed information for each of these are available on our website; **specific URL links** are provided in the document uploaded (***URL Links for supporting documents.pdf***) under *Any other relevant information***:**

1. **Swastyayan** (= *a commitment)* – providing free educational support to children from rural areas including free tution, life skills programme, etc.

   *Prajjwal* is a similar programme organised at Kharguli campus every weekend.

   - Educational needs of about 150 children are addressed annually through these programmes. Over these years 693 volunteers have engaged with 926 students.
   - This was recognised as a best practice for sustainable development by the International Association of Universities in a 2016 survey of 120 higher education institutions globally.

2. "**Swabalamban": Livelihood Training Programme for Youth**

- A faculty initiative to skill the unemployed youth in university neighborhood.
- Training provided in Inverter Assembling and Maintenance, Electrical House wiring, Welding, Masonry, etc.

3. **Crisis Response Programme**

In times of natural disasters or humanitarian crisis, volunteers from the university reach out to the affected communities with resources.

*4. "Bixudha Jal Asoni":* **Clean Water and Sanitation Support**

- A project to provide clean drinking water free to 12 villages neighbouring the university and training villagers to maintain these installations

- The project won the 7th eNabling North East Award 2019-2020.

- **BBC Storyworks**, commissioned by **IAU**, made a documentary on it. Video Links in: *URL Links for supporting documents.pdf*

5. **ADBU-UCDVO Support programme for Anganwadi***s*
A significant initiative as an Engaged University has been the **International Student Volunteer Student Exchange Programme,** a joint project with the University College Dublin Volunteers Overseas (UCDVO). The project, over a period of five years, centred around the renovation of anganwadi centres around the university.

6. **Comics for Social Change**

Jointly produced by the MSW students for combating common social ills in the villages, especially for the benefit of the illiterate.

7. **VanitAgrata - Computer Literacy Project for Women**

Vanit Agrata is the Women Empowerment Cell of the University under the leadership of female faculty members. It provides skill training on some modern tools and technologies to the semi-literate rural women in the areas like Basic Computer Training, using mobile phones, banking transactions, house keeping, use of internet etc.

8. **Uniservitate - Institutionalisation of Solidarity Learning & Service**
In partnership with Porticus Foundation and Latin American Centre for Service Learning (CLAYSS), the University is among 20 Universities worldwide promoting processes of institutionalisation of Solidarity Learning and Service.

9. **Bridging the Digital Divide**

An initiative of the University to bring the benefits of digital education to 12 villages in and around the University campus.

10.**Unnat Bharat Abhiyan**

The University conducted more than 30 programmes under this scheme of the Government with focus on gender equality, promoting health, contributing to quality of Education and bridging the gap between university and rural students.

11.**PMKVY-TI**

University participated in the AICTE Scheme PMKVY-TI scheme in 2017-18 and 2018-19 to address the problem of unemployment.

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

# 5. CONCLUSION

## Additional Information :

**ADBU identifies itself as 'An Engaged University'.** It has been widely awarded nationally (twice by FICCI for Institutional Social Responsibility, by BSNL for Community Engaged Learning, by the Government of Assam for involvement in the fight against the pandemic), and internationally (by ACEEU Netherlands for 'Engaged University of the Year 2020 Asia Pacific Award', by Times Higher Education Awards Asia for its technological invention for rural communities, by IAU-BBC Documentary Series for community engagement).

The involvement of our faculty and students in 'service learning', 'community engagement' and in creating better living conditions for the marginalized and neighbourhood communities bear testimony to the claim of being an 'engaged university'. This ingenious combination of 'service learning (academic inputs on the philosophy undergirding social commitment) and actual fieldwork (stipulated hours of community engagement) buttresses our identity as an 'engaged institution of higher education'.

## Concluding Remarks :

Assam Don Bosco University is the outcome of meticulous planning, clear vision and concepts, conceived and nurtured by an internationally renowned educational society, committed to excellence in academics, research and governance.

It is unique in its single-minded devotion to creating for its faculty and students an ambiance that provides a 'holding environment' - a psychological space that is both safe and uncomfortable. 'Safe' because a 'holding environment' is what everyone needs to grow and blossom, a supportive environment. 'Uncomfortable' because the process of growth is invariably tinged with pain, and the joys and agonies of 'disruptive creativity'.

The following strengths of the university community have been designed to aid the creation of such an ambiance and environment:

1. It's adherence to its foundational principles and concepts that have laid out the trajectory of its growth plan, academically and otherwise.
2. It's fine-tuned Human Resource Management system that ensures 'a shared vision, a cohesive team and an engaging work culture'.
3. It's meticulously planned and implemented programmes for the personal and professional development of its faculty and students that have the cumulative impact of forming 'dependable' human beings.
4. It's professionally aligned governance structures and administrative mechanisms to ensure prompt response to the continuous and rapidly evolving scenario in the field of higher education.
5. It's manifest commitment to being responsible stewards of the extraordinary campuses it is blessed with by a meticulous devotion to ensuring biodiversity, eco-consciousness and reverence for the gifts of nature.

This ambiance, taken together with our multi-pronged community engagement programmes involving every member of the faculty and students, results in moulding the typical Don Bosco university graduate who, because they work ceaselessly at being intellectually competent, morally upright, spiritually inspired and

socially committed, are bound to leave footprints wherever they go!

These strengths, the concomitant of an institution of excellence, contribute in ample measure towards the creation of a culture in the University that is uniquely our own, that energises us in all that we do, and knits us together into one educative community.

THAT is what we are proud to call Don Bosco's system of education!

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# 6.ANNEXURE

## 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification |
|---|---|
| 1.1.2 | **Percentage of Programmes where syllabus revision was carried out during the last five years.**<br><br>1.1.2.1. **How many Programmes were revised out of total number of Programmes offered during the last five years**<br>Answer before DVV Verification :  19<br>Answer after DVV Verification: 39<br>1.1.2.2. **Number of all Programmes offered by the institution during the last five years.**<br>Answer before DVV Verification :  38<br>Answer after DVV Verification: 39<br><br>Remark : DVV has made the changes as per IIQA. |
| 2.1.2 | **Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years**<br><br>**(Excluding Supernumerary Seats)**<br><br>2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years**<br>Answer before DVV Verification:<br><table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>578</td><td>485</td><td>362</td><td>329</td><td>287</td></tr></table><br>Answer After DVV Verification :<br><table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>756</td><td>635</td><td>399</td><td>327</td><td>292</td></tr></table><br>Remark : DVV has made the changes as per report of actual students admitted from the reserved categories provided by HEI. |
| 2.3.3 | **Ratio of students to mentor for academic and other related issues (Data for the latest completed academic  year )**<br><br>2.3.3.1. **Number of mentors** ?????????????? ???????<br>Answer before DVV Verification :  178<br>Answer after DVV Verification: 175<br><br>Remark : DVV has made the changes as per provided report of mentor list by HEI. |
| 2.4.4 | **Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five** |

**years**

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has made the changes as per only considering State, National and International level from Govt./Govt. recognised bodies.

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**3.1.3**

**Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.**

    3.1.3.1. **The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years.**

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 3 | 0 | 3 | 2 | 0 |

Answer After DVV Verification :

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

Remark : DVV has made the changes by considered only fellowship/financial support either by national/ international funding agencies for research purpose only.

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**3.1.6**

**Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies (Data for the latest completed academic year)**

    3.1.6.1. **The Number of departments with UGC-SAP, CAS, DST-FIST , DBT, ICSSR and other similar recognitions by national and international agencies.**

Answer before DVV Verification :  6
Answer after DVV Verification: 23

Remark : DVV has made the changes as per shared department details in website.

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**3.4.3**

**Number of Patents published / awarded during the last five years.**

**3.4.3.1. Total number of Patents published / awarded year-wise during the last five years.**
Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 3       | 0       | 4       | 1       | 1       |

Answer After DVV Verification :

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

Remark : DVV has made the changes as per pro-rata basis of valid patent with the affiliating university.

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**3.5.2**

**Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).**

**3.5.2.1. Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**
Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 126.82  | 12.64   | 9.22    | 5.75    | 116.69  |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 126.82  | 12.64   | 9.23    | 5.75    | 13.18   |

Remark : DVV has made the changes as per provided report of Total amount generated from consultancy and corporate training by HEI.

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**4.1.4**

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

**4.1.4.1. Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)**
Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 2500.05 | 2587.22 | 2957.31 | 2389.48 | 1181.18 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 2092.93 | 2089.26 | 2880.64 | 2364.50 | 1350.10 |

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| | Remark : DVV has made the changes as per addition of fixed assets excluding library books. |
|---|---|
| 4.4.1 | **Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years**<br><br>    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)**<br>Answer before DVV Verification:<br><br>| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |<br>|---|---|---|---|---|<br>| 548.5 | 500.1 | 518.5 | 439.6 | 424.6 |<br><br>Answer After DVV Verification :<br><br>| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |<br>|---|---|---|---|---|<br>| 234.6 | 498.89 | 345.90 | 399.10 | 239.90 |<br><br>    Remark : DVV has made the changes as per expense of repair & maintenance and AMC for physical and academic facilities like lab equipment, computers, lift, buildings etc. |
| 5.2.2 | **Average percentage of placement of outgoing students during the last five years**<br><br>    5.2.2.1. **Number of outgoing students placed year - wise during the last five years.**<br>Answer before DVV Verification:<br><br>| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |<br>|---|---|---|---|---|<br>| 208 | 126 | 142 | 151 | 164 |<br><br>Answer After DVV Verification :<br><br>| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |<br>|---|---|---|---|---|<br>| 00 | 00 | 00 | 00 | 00 |<br><br>    Remark : DVV has not consider unsigned offer letter by HEI. |
| 5.3.1 | **Number of awards / medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) during the last five years.**<br><br>    5.3.1.1. **Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.**<br>Answer before DVV Verification:<br><br>| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |<br>|---|---|---|---|---| |

| 88 | 54 | 53 | 95 | 68 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 45 | 36 | 37 | 48 | 32 |

Remark : DVV has made the changes as per pro-rata basis of shared e-copies by HEI. DVV has not considered awards received from Own University and Inter-college.

| 5.3.3 | **Average number of sports and cultural events / competitions organised by the institution per year** |
|-------|---|

5.3.3.1. **Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.**

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 136 | 130 | 96 | 86 | 80 |

Answer After DVV Verification :

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

Remark : DVV has made the changes as per considered events instead of activities.

| 6.4.3 | **Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)** |
|-------|---|

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 281.63 | 1785.52 | 0 | 1264.43 | 1068.79 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 210.88 | 1352.96 | 726.04 | 745.26 | 657.17 |

Remark : DVV has made the changes as per provided report by HEI.

## 2.Extended Profile Deviations

| ID | Extended Questions |
|---|---|
| 1.1 | **Number of programs offered year-wise for last five years**<br><br>Answer before DVV Verification:<br><br>| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |<br>|---|---|---|---|---|<br>| 36 | 29 | 24 | 22 | 18 |<br><br>Answer After DVV Verification:<br><br>| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |<br>|---|---|---|---|---|<br>| 39 | 29 | 24 | 22 | 18 | |
| 1.2 | **Number of departments offering academic programmes**<br>Answer before DVV Verification :  20<br>Answer after DVV Verification : 23 |
| 2.3 | **Number of students appeared in the University examination year-wise during the last five years**<br><br>Answer before DVV Verification:<br><br>| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |<br>|---|---|---|---|---|<br>| 2166 | 1716 | 1405 | 1276 | 1069 |<br><br>Answer After DVV Verification:<br><br>| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |<br>|---|---|---|---|---|<br>| 2166 | 1717 | 1405 | 1277 | 1145 | |
| 2.4 | **Number of revaluation applications year-wise during the last 5 years**<br><br>Answer before DVV Verification:<br><br>| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |<br>|---|---|---|---|---|<br>| 51 | 60 | 38 | 18 | 58 |<br><br>Answer After DVV Verification:<br><br>| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |<br>|---|---|---|---|---|<br>| 24 | 20 | 32 | 10 | 32 | |
| 3.2 | **Number of full time teachers year-wise during the last five years**<br><br>Answer before DVV Verification:<br><br>| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |<br>|---|---|---|---|---|<br>| 178 | 157 | 139 | 128 | 115 |<br><br>Answer After DVV Verification: |

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| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 178 | 178 | 139 | 128 | 115 |

| 3.3 | **Number of sanctioned posts year-wise during last five years** |
|-----|---|

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 198 | 186 | 152 | 132 | 115 |

Answer After DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 198 | 180 | 150 | 130 | 110 |

| 4.2 | **Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years** |
|-----|---|

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 578 | 485 | 362 | 342 | 287 |

Answer After DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 756 | 635 | 399 | 327 | 292 |

| 4.3 | **Total number of classrooms and seminar halls** |
|-----|---|

Answer before DVV Verification : 109
Answer after DVV Verification : 120

| 4.5 | **Total Expenditure excluding salary year-wise during last five years ( INR in Lakhs)** |
|-----|---|

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 3072.3 | 3112.2 | 3493.6 | 2857.9 | 1630.5 |

Answer After DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1099.79 | 735.11 | 2967.90 | 1987.89 | 1450.34 |

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