SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

DON BOSCO COLLEGE

DON BOSCO COLLEGE, TURA, SAMPALGRE, CHANDMARI 794002
www.donboscocollege.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Don Bosco College, Tura was established in 1987 by the Salesians of Don Bosco to bring higher education to the people of Garo Hills in particular and North-East in general. It is affiliated to North-Eastern Hill University (NEHU) and the College was inaugurated on 22nd May 1987 and classes started with the Arts stream in an old hostel building of Sacred Heart Parish, Tura. The College was shifted to its permanent campus in 2001. The College introduced the Science Bachelor's Degree in 1993. It became a Deficit Grant in Aid College under the Government of Meghalaya in 1997. The Department of Commerce came into being in 2002 and the departments of Sociology and Geography were added to the College in 2017.

The College has grown slowly but steadily and has distinguished itself as one of the premier institutions of higher education in Garo Hills. The College has committed faculties who continually enhance their academic skills through Orientation Programmes, Refresher Courses and other Faculty Development Programmes, in and outside the College. The College organizes study tours, outreach programmes and field trips for its students. The NSS, NCC wings of the College are actively involved in social works, personality development programmes and environmental issues. Within this assessment period of five years the College has adopted five (5) villages under the auspices of Village Adoption Committee/Unnat Bharat Abhiyan (UBA).

The College has advanced in its pursuit of academic excellence and has also continued to maintain the impressive College building with its classrooms, library, Departmental rooms, multipurpose amphitheatre and the greenery around the Campus, etc. Ever since its establishment, the College has been imparting holistic, value-based, quality higher education to over 3000 students annually and brought about transformations in their lives.

The College went through the first cycle of assessment by NAAC in 2011 and was awarded a 'B' grade, with a CGPA score of 2.45/4.00. The Internal Quality Assurance Cell (IQAC) of Don Bosco College, Tura, was established on 1st December 2011. The College is continuing to uphold its legacy and reputation of being one of the best educational institutions in the region.

Vision

"Inspired by the benign and noble teachings of the Lord Jesus Christ who said, "I am the Way, the Truth and the Life," and guided by the educational philosophy of St. John Bosco, the College has the avowed vision of bringing holistic, quality higher education within the reach of all."

Guided by this vision the College is committed to bring holistic and quality education to all. This means that the College is committed to providing not just academic education, but also developing the overall personality of the students, including their physical, emotional, and spiritual well-being. Accordingly, the College aims to create a learning environment that is conducive to the holistic development of the students, enabling them to become responsible and socially conscious citizens.

Another important aspect of the College's vision is to give opportunities to marginalized youth, particularly from Meghalaya, through affordable education. The College believes that education is a powerful tool for social

change and economic empowerment, and is committed to making it accessible to all, regardless of their financial background. By providing affordable education, the College hopes to break down the barriers that prevent many deserving students from accessing quality higher education.

Don Bosco College sees itself as a harbinger of change among the poor youth of Meghalaya, and is committed to making a positive impact in their lives. The College recognizes that education is an important tool for transforming society, and is dedicated to nurturing young minds that are equipped to bring about positive change. Through its various programmes and initiatives, the College aims to empower students to become change-makers in their communities and beyond.

The College also recognizes the importance of guiding students towards finding job opportunities, and has regular Career Guidance and Counselling programmes in place. These programmes help students explore their interests and strengths, and provide guidance on career options and job prospects. By helping students make informed career choices, the College hopes to enable them to achieve their professional goals and contribute to the development of their communities and the wider society.

Mission

"To provide an education that is participatory in nature, intellectual competence, multi-skill oriented, value based and socially committed for the development of persons and enrichment of society."

The College is committed to achieving this mission through various initiatives and programmes that aim to empower students, promote social welfare, and uplift the rural and urban poor.

One of the key aspects of the College's mission is to educate, train, and assist financially or otherwise in education and training of students, teachers, and staff. The College recognizes that education is an instrument to empower and develop and thus, is committed to providing quality education to all students, regardless of their socio-economic background. As a result, the College aims to create an environment that fosters learning, skill development, and personal growth.

In addition, the College's mission is to promote the general welfare and physical, mental, material, religious, spiritual, moral, cultural advancement, etc., of people at large through NCC, NSS, UBA and other programmes. The College recognizes that education is not just about academic learning, but also about developing a sense of social responsibility and commitment towards the welfare of others. Moreover, the College aims to create awareness about social issues, promote volunteerism, and encourage students to become socially conscious and responsible citizens.

Finally, the College aims to promote self- employment, provide vocational training, and create opportunities for the poor to become self-reliant.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The College has an adequate infrastructure to meet the various educational needs of the students.

1. The College functions on a model of participatory management in which everyone feels a sense of belonging, where each one's skills are acknowledged, and where everyone plays a role in the decision-making process.
2. The faculties are hard-working, dedicated and qualified to deal with their respective subjects.
3. The academic performance of the students is good considering the fact that most of the students are from rural background and they are also first-generation learners.
4. The College shares its classrooms as centres for various competitive examinations and Tests.
5. The College has a continuous evaluation system for students in the form of class tests. Attendance of students is compiled every month and regular absentees are subjected to corrective measures.
6. The College organizes various outreach and extension programmes for the all-round development of the students and to inculcate in them a sense of social responsibility, such as cleaning drives, blood donation camps and COVID-Vaccination drive.
7. Value education and environmental education are offered to the students which help in their wholesome personality development.
8. Value-added courses and Certificate Courses are provided to improve the skill sets of the students.
9. The classrooms, conference hall, seminar hall are ICT-enabled with power backup system.
10. The library is fully digitalized with KOHA software.
11. The College regularly conducts workshops, seminars, conferences and webinars in different fields.
12. The College organizes career guidance programmes in order to create awareness about job opportunities and orient students towards different careers.
13. National level journals are published by the college i.e., Source and Transient. College magazine, "Boscoans" is published annually in order to give opportunity to the literary and creative talents of students.
14. The institution has an active MOU with Loyola College, Williamnagar.
15. The College has a strong and active Alumni Association engaged in various social initiatives. The NCC cadets of the College help in the traffic regulation of the local area every morning.
16. The IQAC is active and vibrant and takes initiatives for various programmes thus enhancing the overall quality of the College in various fronts.

Institutional Weakness

1. Don Bosco College, Tura is an affiliated College and does not have the freedom in designing the curriculum for the undergraduate courses. There is no formal mechanism to offer flexibility in the UG courses and the College is trying its utmost to bridge the gap between the academia and the occupational world by providing diverse value added and skill related courses.
2. Even though there is a huge lopsided teacher-student ratio, the College is gradually trying to bridge the gap.
3. There is a difference in Pay structures of teaching and non-teaching staff. This has proved to be a weakness in some ways. However, this may be rectified with more Government sanctioned posts.
4. The College is lagging in major research projects, departmental developments, field trips and excursions due to paucity of funds.
5. The remote geographical location of the College makes it difficult and inconvenient for Industries to have contact with students and this jeopardizes Campus interviews and job opportunities.

Institutional Opportunity

As enshrined in its mission, the College provides "an education that is participatory in nature, intellectual competence, multi-skill oriented, value based and socially committed, for the development of persons and enrichment of society."

1. In keeping with its motto – "Pursuit of Excellence", Don Bosco College, Tura has been proactive in optimally utilizing the growth opportunities to achieve the zenith of academic excellence. As envisioned under National Education Policy (NEP) 2020, the College will have ample opportunities to introduce more Value-Added and Skill Oriented courses.
2. Post de-linking of Higher Secondary section from the present College, as recommended by NAAC, the faculty appointed in the Degree section are now fully committed to the students in the Degree section.
3. Girls outnumber the boys in the College, and this automaticlly helps the institution strengthen the GOI programme for women's empowerment, 'Beti padhao, beti bachao'.
4. It has been gauged from the interaction with the parents and guardians of the students of this College that a some percentage of students are first-generation learners and they are supported by the Institution in their academic advancement. In general there is ample scope to improve the placement of the students by taking advantage of the students' proficiency in the English language, Computer Certificate courses, etc.
5. With the introduction of skill development courses, students can be trained to meet the needs and the requirements of the job market.
6. The NCC and the NSS of the College are highly vibrant. These wings of the College collaborate with various Departments of the state government, to organize local and regional outreach programmes. More collaborations and MOUs with other institutions, national laboratories, and industries can be signed.
7. For student progression and placement the College will enhance the digitalised and automated documentation.

Institutional Challenge

The College attracts a large number of students from the region and a few from the neighbouring countries. Accommodating the number of applicants that is much higher than the seats available is a huge challenge for the College.

1. To deal with students from diverse backgrounds and with diverse needs is a big challenge for the teaching fraternity. Those from rural backgrounds often come to College with poor academic inputs. Some have a better command of the medium of instruction, i.e. English, others do not. Enabling such students to improve their scores and their academic performance is a great challenge for the College.
2. There are a number of reasons for making students less motivated in academics which has proved to be a challenge. Some of them are:
3. Majority of students are more inclined towards spending time in Social Media than in academics; Many students live in hostels, paying guests or in rented accommodations and need to return home over the weekend, thus losing study time; Some take up part-time jobs to bear their educational expenses and are not able to devote sufficient time for studies.
4. The reading habit among the youth is on the decline as they succumb to peer-pressure to spend more

time on social media.

5. Keeping track of the progression of the students and documenting all their academic and career progress is a challenge as most students become incommunicado after they leave the College.

6. Student-teacher ratio is rather high, especially in the Arts stream and rendering effective teaching becomes a great challenge.

7. Due to paucity of funds, the College is unable to sponsor scholarships and free-ships to all students from the socio-economically disadvantaged society.

8. Improving and expanding of infrastructural facilities of the College is a great challenge due to paucity of space.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The College is affiliated to North-Eastern Hill University and duly follows and implements the curriculum prescribed by it. The Academic Committee prepares the academic calendar and class routine based on the calendar prepared by the university and schedules dates for various academic events. The Attendance Monitoring Committee of the College monitors students' attendance on a monthly basis. Each academic year begins with a meeting where the academic calendar is discussed and a plan of action is formulated. Each department holds periodic meetings to discuss the distribution of syllabus and classes among the teachers. The Management and the Academic Council sit for meetings to discuss the progress and action plan for the effective delivery of the curriculum and to review the end-semester result as and when needed.

Some of the faculties are members of the Board of Studies of North-Eastern Hill University and several other bodies. The College offers various certificate courses such as Basic Course on Computer Skills (BCCS), Certificate Course in A·chik Folk Arts (CAFA) and Value Education. In addition to the different courses, the College has Green Club, Red Ribbon Club, Internal Complaints Committee, Anti Ragging, Dress Code and Discipline Committee to create awareness among the students on issues regarding gender, health, human values and environment making them socially responsible citizens. The NCC and NSS of the College conduct activities related to human values, rights, duties and responsibilities of citizens, environment and sustainability. Feedback is taken from the stakeholders to further enhance the teaching-learning process.

Teaching-learning and Evaluation

The teaching-learning process starts with the enrolment of students in the various programmes offered by the College. The admission process is transparent and adheres to the guidelines of various regulating authorities. The College caters to rural and semi-rural areas and is an important asset to the region as it is the only deficit College in the Garo Hills region which offers graduation in science and among the very few colleges in the area.

Dedicated teachers offer their services to students and mentoring activities are also carried out regularly . The College is quickly adapting to the new paradigm of ICT in teaching and learning and had quite successfully surmounted the turbulent covid-pandemic era with online and later with blended mode of teaching. The College conducts various academic, cultural, sporting and national and international events, like World Environment Day, National Science Day, World Consumers Day, etc.

The recruitment process for teachers is also transparent and they are encouraged to pursue further studies and many have achieved extra/higher degrees while being a member of the faculty; they are also encouraged to attend FDPs/seminars/workshops etc. At present 17 faculty-members have Ph.D.

The College uses various modes to assess students on their learning like class seminars and assignments in addition to internal tests. Feedback from students, teachers and other stakeholders are also taken regularly to assess and improve the overall teaching-learning process.

Research, Innovations and Extension

The College encourages and promotes research projects by the faculty. There is one major project sanctioned by Department of Biotechnology (DBT) and one Self-Financed Project by Department of Zoology. The faculties of the College have been regularly publishing research papers, articles, books, chapters in books and presented papers in National/International seminars. The College has linkages with North-Eastern Hill University, (RDAP) and is involved in carrying out activities like joint supervision of PhD scholars and research publications.

The National Service Scheme (NSS) of the college is actively involved in organising cleaning drives, health camps for students and medical camps in villages. The NCC of the college initiates various programs like blood donation, tree plantations, awareness on conservation and management of water resources and cleaning drive targeted at specific venues such as Cenotaph of Garo Labour Corps. Red Ribbon Club, Alumni Association, Village Adoption Committee (UBA) and the IQAC conduct important programmes like Free Health check-up, Awareness on Tobacco and Drugs, Road Safety, AIDs and Organic Farming Venture.

The College collaborates with Chartered Accountancy Firm (Guwahati), Pune Institute of Business Management, Visva Bharati (Santiniketan), Bishop Heber College and Christ College (Bangalore), Tata Institute of Social Science (Guwahati), and Tura Government College. The College has signed an MoU with Iarapalin Automation and Digitization Services, Shillong for one year for data migration to KOHA Library Software and with other Institutions of repute like St. Xavier's College (Palayamkottai, Tamilnadu) and Bishop Kurialassery College for Women, (Amalagiri, Kerala) for sharing the academic and cultural knowledge.

Infrastructure and Learning Resources

The College has adequate infrastructural facilities that can aid in the teaching and learning process. Located within an area of 2.62 acres of land, the College building has over thirty (30) classrooms, sixteen (16) department rooms, science and computer laboratories, offices, seminar and conference halls and a library. Nine (9) of the classrooms are equipped with ICT facilities and the Library is fully automated with RFID technology and ILMS system installed for smooth functioning and maintenance of library resources of more than twenty-thousand (20,000) books, journals and e-resources. The College continually upgrades IT infrastructures by providing internet connections for staff and students through browsing centres and makes learning fun and easier with ICT facilities and LAN connection. The management of the infrastructural facilities like laboratories, classrooms, library, browsing centres, gymnasium, etc are governed by managing committees set up for different facilities and the SOPs and Policies prepared for their maintenance and utilization.

The College has provision for safe drinking water, a bus service, and an open amphitheatre surrounding the basketball court, continuous power supply with the help of generator, adequate toilets for staff and students,

clean and healthy canteen, and adequate facilities for organizing games and sports - both indoors and outdoors. The College allocates adequate finance to run and maintain these facilities. It also upgrades some areas of infrastructural facilities, like laboratories and teaching learning aids from time to time.

Student Support and Progression

Student welfare is at the heart of the College's vision and governance. It comprehensively plans various student welfare programmes and extends all possible support to its students.

Students support in the form of financial aid from the government has been provided to 2069 students in the last 5 years. The College also provided financial support to 56 students from the marginalized section of the society. 40 students benefitted from the civil service coaching provided by the College in collaboration with Alternative Learning System (ALS) academy. The College offered career counseling to 3201 students in the last 5 years in collaboration with different organizations, group mentoring was organized for 3481 students and imparted knowledge on basic computer skills and soft skills training to students.

Remedial coaching was conducted for 1327 students. Personal counseling was provided to 120 students. Though there is no history of ragging in the College, yet as a precautionary measure the College has an anti ragging committee to look into the disciplinary aspects. The College also has a committee for timely redressal of student's grievances including sexual harassment though such incidents are not known to occur.

Around 26 students of different departments are placed in various fields of work. Around 752 students are pursuing higher education. 10 students have cleared different competitive exams and 8 students won awards for the College. The College has active sports and cultural committees and around 7/8 activities are conducted every year. The Alumni Association of the College contributes significantly to the development of the institution.

Governance, Leadership and Management

The College practices decentralization and participative management through various committees, cells, associations and clubs for the smooth functioning of the College. It conducts internal and external audits regularly and has performance appraisal system for both teaching and non-teaching staff. Feedback in the form of questionnaires is prepared by IQAC and circulated to all the students.

The College has worked out a resource mobilization policy and procedures in order to aid functioning and development of the institution. Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by organising National and International Seminars and Webinars and encouraging faculties to participate in online FDP, RC, OC, MOOCS, MOODLE etc.

The key function and role of IQAC is to ensure, monitor and regulate the mechanism of providing quality education to the students through effective pedagogy. The institutional reviews are obtained by conducting Academic Audits and by collecting feedback from students and teachers.

Quality improvement strategies adopted by the institution is observed in the Curriculum Development as participation of Teachers in Board of Studies, NEHU has become a regular phenomenon. The process of

teaching and learning is enhanced with hands-on training, ICT training for staff, field trips, study tours, project-based learning, assignments, subject quizzes and seminars, class tests, etc. The whole faculty are involved in invigilations and evaluations at the College and University levels.

Institutional Values and Best Practices

Don Bosco College, Tura is inspired by the teachings of Jesus Christ and the tenets of St. John Bosco who advocated being with the young, offering them constant guidance and supervision. Accordingly, the College experiences the caring and personal presence and supervision of the Principal, Vice Principal and teachers daily and this sets the tone for the overall ambience of goodwill and sense of security that the students and staff enjoy in the College.

The College was founded in order to make higher education available for the weaker sections of the society. Accordingly it makes great efforts to provide an inclusive environment by instilling the values of harmony, tolerance, duties and responsibilities, gender-equity, which are made manifest through the celebrations like International Women's Day, Environment Day, etc.

The annual observation of Republic Day and Independence Day help foster spirit of patriotism and responsibility towards the country. In a bid to bring about gender equality, indigenous games- Wa.pong Sika and An.ding Oka which were traditionally played only by males have been made open for female students too. The College has provided ramps and wheelchairs and tactile signages for the differently-abled students.

The College units of National Cadet Corps (NCC), the National Service Scheme (NSS) and the Value Education Department play a significant role in instilling values of unity, belongingness, inclusiveness, harmony, fellowship, etc. The introduction of daily uniform-wear to students has also helped narrow the gap between the various sections of students.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DON BOSCO COLLEGE
Address	Don Bosco College, Tura, Sampalgre, Chandmari
City	TURA
State	Meghalaya
Pin	794002
Website	www.donboscocollege.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Bivan Rodriques Mukhim	03651-9402152496	9435594511	-	bivanmukhim@gmail.com
IQAC / CIQA coordinator	Barbara S Sangma	-	8837429368	-	simsangbarbara@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Meghalaya	North Eastern Hill University	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	14-01-2009	View Document
12B of UGC	14-05-2010	View Document

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Don Bosco College, Tura, Sampalgre, Chandmari	Semi-urban	2.62	5280.07

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Economics	36	HSSLC	English	110	84
UG	BA,Education	36	HSSLC	English	110	106
UG	BA,English	36	HSSLC	English	110	94
UG	BA,Garo	36	HSSLC	English	110	110
UG	BA,History	36	HSSLC	English	110	82
UG	BA,Sociology	36	HSSLC	English	110	105
UG	BA,Geography	36	HSSLC	English	25	25
UG	BA,Philosophy	36	HSSLC	English	110	66
UG	BA,Political Science	36	HSSLC	English	110	110
UG	BSc,Mathematics	36	HSSLC	English	20	20
UG	BSc,Botany	36	HSSLC	English	30	30
UG	BSc,Chemistry	36	HSSLC	English	30	23
UG	BSc,Physics	36	HSSLC	English	20	18
UG	BSc,Zoology	36	HSSLC	English	30	22
UG	BCom,Commerce	36	HSSLC	English	110	110

Position Details of Faculty & Staff in the College

Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				13				12
Recruited	0	0	0	0	10	3	0	13	6	3	0	9
Yet to Recruit				0				0				3
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				45
Recruited	0	0	0	0	0	0	0	0	17	28	0	45
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				10
Recruited	7	3	0	10
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				14
Recruited	10	4	0	14
Yet to Recruit				0

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Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				5
Recruited	4	1	0	5
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	3	0	0	3
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	4	2	0	4	6	0	16
M.Phil.	0	0	0	0	0	0	2	2	0	4
PG	0	0	0	6	1	0	17	14	0	38
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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	4	4	0	8
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1030	44	0	3	1077
	Female	1481	38	0	4	1523
	Others	0	0	0	0	0
Certificate / Awareness	Male	336	21	0	3	360
	Female	621	19	0	2	642
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years						
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	5	9	8	10
	Female	5	7	7	8
	Others	0	0	0	0
ST	Male	235	223	286	328
	Female	345	392	381	513
	Others	0	0	0	0
OBC	Male	4	4	5	4
	Female	3	6	1	4
	Others	0	0	0	0
General	Male	12	7	16	28
	Female	26	14	18	23
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		635	662	722	918

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Being an affiliated College of North Eastern Hill University (NEHU), the academic curriculum is governed by the University guidelines. The institution is preparing to adopt the vision of the NEP 2020.The College is preparing for a multi-disciplinary programme for B.A. ,B.Sc .and B.Com. Bachelor's degree for Business Administration and Master's degree for Education, English and Garo are on the anvil.
2. Academic bank of credits (ABC):	As a affiliated College of NEHU, the College's readiness to implement the Academic Bank of Credits is largely determined by the University guidelines. Once the University adopts the same, the College is ready to introduce the Academic Bank of Credits under the NEP 2020.
3. Skill development:	The College is planning to introduce courses on Tourism and Hospitality, crocheting and embroidery, mushroom cultivation, floriculture, etc, to keep up with the requirements of the industry. The College plans to form linkages with industries and sign MOUs once the relevant courses and subjects are in place. The College already offers certificate courses on traditional Garo Folk Art, English Proficiency and Basic Computer Skills. The institution also conducts career guidance, personality development and wellness programmes for the students. The College offers vocational courses and plan to collaborate with Don Bosco Job Placement Network (DBJPN) and Googolplex Academy for job placements. The College is already collaborating with Ministry of Employment for career guidance.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The College offers courses in Garo, Hindi, Bengali, Assamese, etc. The College also offers classes on Yoga and Certificate Course in Garo folk art.
5. Focus on Outcome based education (OBE):	The College is ready to implement the OBE once the parent University implements the same. However, Since the University has not provided any Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs), the various departments of the College have drafted and implemented the same which is available in the college website.
6. Distance education/online education:	The pandemic changed the mode of traditional learning, and 'blended mode' of teaching and

learning has become a trend in educational pedagogy. The College has ensured the continuity of teaching learning process by creating a separate digital domain identity for the College (donboscocollege.ac.in) with individual email addresses for faculty members on this domain. The College has conducted regular online classes, online examinations, webinars and meetings via Google Meet during the Covid Lockdown period. To ensure transition towards virtual online interactions and content sharing, the IQAC has conducted technical training sessions from time to time. The e-content material prepared by faculty members is available on the College website for the students. The College is already studying the possibility of offering of MOOCs through SWAYAM and appointment of Nodal Officer is in the offing.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The Electoral Literacy Club (ELC) of Don Bosco College, Tura has been set up as a vibrant hub of elections-related interaction for promoting electoral literacy and electoral participation. The ELC of Don Bosco College, Tura is facilitated by a Convenor/Nodal Officer, Shri Binendro N. Marak, a teacher from Department of Political Science.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The ELC of the College is used as a platform to engage students through interesting activities and hands-on experience to sensitize, motivate and stimulate them on their electoral rights and familiarise them with an electoral process of registration and voting. Taking forward its continuous efforts of building an active democratic citizen in the country, the ELC of the College develops a culture of avid electoral engagement, specifically designed to impart learning which will help the students to become an empowered voter.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content,	The District Administration, West Garo Hills in collaboration with Electoral Literacy Club, Don Bosco College, Tura organised an Online Essay

publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Writing Competition on the Topic "Elections for Social Change" (Songsarni dingtanganina Seokbo/ seokani) for College students of West Garo Hills District. The competition was organised as part of the celebrations of National Voters' Day 2022 on 25th January 2022 at DRDA Hall, DC Office, West Garo Hills District, Meghalaya.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The ELC of the College also organised an Awareness Drive on Systematic Voters' Education and Electoral Participation (SVEEP) Competitions by the Election Commission of India, on 11th March 2022. The District Administration takes keen interest in creating awareness on SVEEP Competitions, which includes Essay Writing, Poster Making Competition, etc. The students were motivated on the importance of taking part in various competitions organised at the local, State and even National levels.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2600	2146	1809	1672	1804

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2 Teachers

2.1

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

Response: 88

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
67	63	56	56	55

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
425.37	309.23	362.82	230.10	139.88

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Don Bosco College is affiliated to North Eastern Hill University, Shillong and duly follows and implements the syllabus prescribed by it. The Academic Committee of the College prepares the academic calendar and class routine and also conducts academic audit. The academic calendar is made based on the calendar prepared by the University keeping in view the various departmental activities which is followed by each department. At the beginning of the year, the Principal holds a meeting where the academic calendar and syllabus unitization for the year is discussed and a plan of action is formulated. The teachers prepare the lesson plan and ensure that syllabus is completed on time. The internal tests and assignments are conducted for every Semester by every department.

The Internal Assessment marks of students are maintained and recorded by each department. In order to enhance the teaching-learning process, field work and field visits are also made by different departments. General Staff meetings are held periodically. Each department regularly holds meetings to discuss the distribution of syllabus and classes among the teachers. Meetings are held regularly between the management and the Academic Council consisting of the Head of Departments to discuss the progress and next plan of action for the effective delivery of the curriculum. Result review meetings are also held by the Academic Council after the declaration of final Semester results by the university.

The Attendance Monitoring Committee of the College monitors students' attendance and the attendance percentage of all students is displayed on the notice board every month. The College also offers training for placement and gets the students ready for the professional world through career counselling and training. The Mentoring Committee organizes student mentoring sessions wherein teachers mentor the students assigned to them.The College offers various certificate courses such as English Proficiency Course (CEP), Certificate Course on Value Education, Certificate Course in A·chik Folk Arts (CAFA), Basic Course on Computer Skills (BCCS) to improve the skills and competency of students.The students are also encouraged to enroll themselves in NCC and NSS as part of learning process.

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

1.2 Academic Flexibility

1.2.1 Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM,

NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response:

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

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
1458	0	0	0	129

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

1.3 Curriculum Enrichment

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

Response:

The College strives to provide a holistic education for the all-round development of the students and integrates crosscutting issues relevant to professional ethics, gender, human values, environment and sustainability into the curriculum.

The study of gender inequality, status of women, environmental issues and human values are intrinsic in the following courses offered by the College:

1. Paper II (BA Economics: Unit I) deals with Gender Related Development Index.
2. Papers 7 and 8 (BA Political Science) deal with gender related issues in Social movements and Political Mobilization and also in the Politics of North-East India.
3. Paper 5 (BA Sociology) deals with gender inequality.
4. Paper 6 (BA Education, Unit VI) deals with women empowerment through education and environmental education.
5. Paper 2 (BA Economics) helps the students in understanding the relationship between environment and different concepts such as ecology, population and poverty. It helps inculcate in the students the importance of sustainability.
6. Papers 1 and 2 (BA Geography) deal with various topics related to environment.
7. Papers 4 A and 4 B (BSc Botany) and Papers 8A and 8B (BSc Zoology) cover various aspects and concepts related to environmental issues.
8. Paper 7 (BA Philosophy-Ethics) helps to inculcate human values in the students through moral concepts such as good, right, duty and virtue.

In addition to the different courses it offers, the College espouses Green Club, Red Ribbon Club, Internal Complaints Committee, Anti Ragging, Dress Code and Discipline Committee and NCC and NSS and others- which are entrusted with the task of creating awareness among the students about issues related to gender, human values and environment, sustainability, etc., making them socially responsible citizens.

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

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

Response:

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

Response: 162

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

1.4 Feedback System

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

Response:

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
1055	918	705	662	635

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

2021-22	2020-21	2019-20	2018-19	2017-18
1145	1145	705	705	705

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
886	851	565	574	539

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

2021-22	2020-21	2019-20	2018-19	2017-18
983	983	600	600	600

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

2.2 Student Teacher Ratio

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

Response:

2.3 Teaching- Learning Process

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

Response:

The College places student-centric programmes at the heart of the activities organized in the college. Experiential learning activities like workshop on interview skills, career guidance programmes, documentary/video screening etc. are a regular feature of the college. Various departments also organize field trips and study tours, which practice was curtailed due to pandemic but has been revived. In Language and other relevant Humanities classes, students are exposed to role plays, group discussions and case

studies. Students are encouraged to observe and participate in events for important days like the World Environment Day, World Consumer Rights Day, etc. Students are encouraged to contribute literary essays, poems, folk-tales and articles for the multi-lingual College magazine ***Boscoans***. For participative learning, science and commerce students are exposed to practical classes as a part of their curricula to enhance their skills in experimentation in line with the adage 'learning by doing'. Students are encouraged to take up experiments outside their curricula.

Various local environmental problems are made to address by final semester students of all streams all on their own, through academic topics that require site-visits. These activities will help to boost their confidence in taking up individual projects in future. Open book class assignments are used by many teachers as a method to boost the problem-solving methodologies of students and help them acquire social skills needed to work in groups.

Invariably, all faculty assign group/individual assignments to students. Departmental seminars are organized where the students make presentations on topics from their respective syllabus. In addition to traditional chalk and board methods, the institution is adopting various ICT tools in the teaching-learning process. Faculty members are given Google workspace accounts (@donboscocollege.ac.in) with the associated advantages. Several teaching materials, previous-years' question papers and question banks are uploaded on College website/other locations for easy and direct access by students. Most classrooms and laboratories are equipped with projectors and the faculty regularly use it for teaching. Each department has computers with internet LAN connections to enable the faculty members to access e-journals, e-books and other online resources to help them prepare for classes and their own research. Besides desktops with internet connection in the library, free Wi-Fi is also provided to students and faculty. During the lockdown period, various online tools like Google meet, Zoom, Gmail etc. among others were used to conduct classes. Many faculty have continued the use of Google Classroom to augment/hybridize the teaching environment even after the start of regular classes. To impart information and for communication, Telegram, WhatsApp and other communication applications are utilized.

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

2.4 Teacher Profile and Quality

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
70	66	59	59	58

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

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
32	24	26	24	19

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institution data in the prescribed format	[View Document](#)
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5 Evaluation Process and Reforms

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

Response:

Don Bosco College, Tura, being an affiliated College under the North-Eastern Hill University (NEHU) follows the semester system as prescribed by the affiliating university. The under-graduate (UG) programmes being offered by the college is composed of 6 semesters. The assessment procedure for each paper in every semester consists of 75% weightage for the end-semester examinations conducted by NEHU

and 25% weightage for Continuous Internal Evaluation/Assessment (with appropriate rounding).

The Examination Committee of the College coordinates and manages the internal and end-semester examination activities and communicates relevant information to the students, teachers and administrative staff. In order to ensure transparency in internal assessment, the system of internal assessment is communicated to the students well in advance including marking distribution, schedule, etc. Before every semester examination the principal convenes a meeting for the faculties and directs them to ensure effective implementation of the evaluation process in accordance with the affiliating University guidelines. The guidelines for the conduct of examination are strictly followed during invigilation to ensure that no one resorts to any unfair means; time schedules are strictly adhered to, and the discipline committee along with other officials address any untoward incidents during the conduct of examination in a speedy manner so that the students are least affected.

Students are assessed continuously through various evaluation processes such as internal tests, assignments, field-visit/field-work and seminar presentation. Students in 5th and 6th semesters generally participate in seminars of the concerned Honours subject and topics are assigned for presentation by the concerned teacher. Subjects that have a practical component in their curriculum are evaluated based on the number of experiments actually performed by the student during the entire semester and the performance of the student in the end-semester practical examination including a viva-voce and his/her practical record.

Following student seminars, the respective faculty members give feedback to the students for improvement of their presentation. Post internal assessment the faculty members discuss questions asked in the exam and show students the best ways to answer; this also ensures that the students are made aware of their mistakes and the scoring mechanism adopted by the examiner. The scores obtained in assignments are also discussed with students. If any student is not able to appear for internal test due to medical or any other genuine reason, the student is allowed to sit for a rescheduled test, provided that he/she submits application with proper documents. The internal test also marks as a milestone in the exam preparedness of the students and helps him assess his/her level of preparedness. The College strives for a transparent and fair examination system that is free from all bias.

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

2.6 Student Performance and Learning Outcomes

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

Response:

Don Bosco College, Tura, is committed to outcome-based education and not merely education for the sake of a College degree achieved through rote learning and strives to make thinking citizens out the young people given under its care. The College being an affiliated college under the North-Eastern Hill University

(NEHU), is not directly involved in the process of syllabus preparation and follows the syllabus prepared by the Board of Studies (BoS) of the respective departments of the University and approved by its Academic Council.

However, the College has, in consultation with its faculty and based on the approved syllabus has identified a list of skills and outcomes that a student on undergoing a particular programme for three years or a paper or course for one semester is likely to achieve. This will help in the self-evaluation by the students as to whether they have achieved the promised outcomes after the completion of the course. The Course Outcomes (COs), Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) are prominently shown in the website of the College; it is available under the menu item 'Academics 'in the home page of the College website. Besides, CO, PO and PSO are also communicated directly to the students in the class. The COs, POs and PSOs are also kept along with a copy of the syllabus in the college library.

The Course Outcomes have been prepared for every paper taught in the College. The Programme Specific Outcomes have been prepared for every department in the College and the Programme Outcomes has been prepared for each of the three streams of study viz., Arts, Commerce and Science offered in the College.

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

2.6.2 *Attainment of POs and COs are evaluated.* **Explain with evidence in a maximum of 500 words**

Response:

Don Bosco College, Tura, is an affiliated College under the North-Eastern Hill University (NEHU) and therefore is not directly involved in setting the syllabus and follows the syllabus prepared and approved by the Academic Council of NEHU. However, the College has prepared Course Outcomes (COs), Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) for the courses taught in the College.

The College uses the results obtained by the students in their internal tests as an objective measure of the attainment of the PO, PSO and COs by the students. Subjective measures like the interaction with the students during class teaching and/or quizzes are another way to ascertain the level of attainment by the respective teachers. However, the ultimate yardstick for the assessment of the learning outcomes of a student remains his/her performance in the end-semester examination of the affiliating university. Post declaration of results, analysis is done to delineate strengths and areas that need strengthening. Over the years, the performance of the students in the end-semester examinations has been steadily increasing from 34.2% to 48.8% to 68.6% to 85.5% to 98.5% from the academic year 2017-18 to 2021-22.

Other means of qualifying the level of attainment of students is through academic activities like classwork, homework, assignments, student seminars, which are a regular feature of the academic activities of the College. The College ensures that the listed outcomes are achieved to the maximum extent and teachers are encouraged to monitor the progress in the achievement of the set goals through class assignments, class

quizzes and internal tests.

Post the assessment by a teacher, if and when requirements are felt, remedial measures like review classes, re-discussion on the relevant topics are conducted by teachers. Feedback from students in the form of Student Satisfaction Survey are conducted to identify areas that require improvement and to get insight into the students' perception about their attainment of the various learning outcomes.

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

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
536	438	304	335	241

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

2021-22	2020-21	2019-20	2018-19	2017-18
544	512	450	687	703

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	6.50	6.50

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

3.2 Innovation Ecosystem

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

Response:

The College has an adequate educational ecosystem in place. The various elements in the College work as an integrated unit in creating and transferring knowledge to the students. The Institution has an up-to-date library facility for the student community as well as for the faculty. Quite a number of quality reference books of international repute are also made available for everyone concerned. Internet facility is provided in the library and the reading room. The College finances periodic study tours for the student community to places of Historical importance as well as institutes of repute for exchange of knowledge and literary programmes like Jaipur Literature Festival. Industrial visits are organized by Department of Commerce as part of educational tour where the students attend motivational sessions with experts in their field and avail of opportunities to interact with subject experts.

Most of the faculty members are involved in active research as some of them are research scholars themselves and they share their knowledge on wide variety of topics including scientific temper, social issues, literary issues, and management and business issues with other faculty members as well as the student community by writing books and contributing in research journals of repute. Keeping abreast of time and technological advancement the College has also organized Session on "Artificial Intelligence" on 30th March 2022 for the students. Some of the students have exhibited impressive entrepreneurship skills

and during the last five years Mr. Bishnu Kant Panthi and Miss Koyal Saha have shown exceptional innovative ideas and been awarded cash prize of Rs.15,000/- and a certificate of appreciation under the title "Start Up India" by Directorate of Commerce and Industries, Government of Meghalaya and Invest Meghalaya on 23rd February 2019 under the category "Business Ideas and Farming Practices for Sustainable Living".The College has an Institutional Biotech Hub in the premises where students, teachers and research scholars can also do their research work and share their knowledge regarding scientific temper. The Institutional Biotech Hub has benefitted not only the people in the institution but also those who are not part of the institution.

The Institution offers a certificate course on Garo Traditional Arts and Culture where the students learn theoretical and practical aspects of their rich culture and traditions handed over from their forefathers. Learning about one's own culture give a sense of pride and respect and help them keep the traditions alive for years to come.

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

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	10	0	0	2

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

3.3 Research Publications and Awards

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

Response:

3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	5	3	7	1

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

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	5	2	2	4

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

3.4 Extension Activities

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

Response:

The College has carried out a number of extension activities in the neighborhood community, sensitizing students about social issues for their holistic development, creating great impact thereby. A programme like Organic Farming Venture organized by Village Adoption Committee brings the student community face-to-face with agricultural based rural community in the neighbourhood for mutual enrichment. The students learn about soil fertility improvement and sustainable land productivity and environment-friendly life. The students of the College, thus, help to uplift the social economic condition of the villagers along with instilling in them the basic human skills of unity and teamwork. Extension activities like cleaning drive programme organized by NCC and NSS Unit and Don Bosco Alumni Association ignites a sense of responsibility among the students towards the environment and encourage them to become model citizens. Tree Plantation programmes are organized annually by different Committees- Alumni, NSS, NCC units which make the students aware of deforestation and pollution problems and give them ideas about preservation and conservation methods.

Health Check up and Blood Donation programmes organized by Don Bosco Alumni Association, IQAC, NCC, NSS Unit and Red Ribbon Club of the College create a positive impact on the students by making them aware of health issues and impel them to do their bit for those in need. Cleaning the Cenotaph of Garo Labour Corps by NCC Unit of the College instills a sense of patriotism and dignity among the cadets and inspire them to choose a career in defense in the future. Observation of Gandhi Jayanti by NCC and NSS Units help the students to learn about the principles and teachings of the Father of the Nation which awakens in the hearts of the students the Gandhian Concept of Truth. Observation of International Day of National Disaster Reduction helps develop in the students the preparedness to meet emergencies and natural disasters. Observation of Armed Forces Flag Day cum collection of funds to commemorate the Indian Armed Forces by NCC cadets instill a sense of patriotism in their young hearts and teach them about courage and bravery at a young age.

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

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

Response:

Most of the extension activities of the institution are carried out by the National Cadet Corps (NCC) and National Service Scheme (NSS) Unit of the College and Red Ribbon Club. The National Cadets Corps representing the institution on 73rd Independence Day on 15th August 2019 as the Parade Contingent bagged the second and third positions respectively from the Government of Meghalaya. During the pandemic when time stood still for most people, some of the cadets of National Cadet Corps have utilized their time in a very responsible way and have attended programmes like, "Covid-19 Responsive Behavior", "Basics of Covid-19" and "Covid-19 Training for NCC Cadets" organized by different centrally recognized bodies like National Council of Educational Research and Training and has received an acknowledgement for their participation in the form of certificates.

Apart from these, two cadets received certificates of acknowledgement for their active participation in the program "Leadership Development Capsule" conducted by Polaris Solution Enterprise from 9th September to 19th September. Mr. Brave Well Mawthoh, an Assistant Professor of the College was also an acknowledged as an 'Observer' for helping in conducting the programme. The institution also received District Green Champion Certificate of West Garo Hills District from Mahatma Gandhi National Council of Rural Education, Ministry of Education, Government of India for the Academic Year 2020-2021 for successfully setting up Swachhta Action Plan Committee, adoption and implementation of the best practices in Sanitation, Hygiene, Waste Management, Water Management and Greenery Management. The Red Ribbon Club of the College was felicitated by Union Health and Family Welfare Minister Dr. Harsh Vardhan on the occasion of World AIDS Day in New Delhi for its contribution in engaging and mobilizing youth to prevent and control HIV/AIDS.

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

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
9	5	17	15	9

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

3.5 Collaboration

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

Response:

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and other facilities for,

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

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

Response:

True to the motto of the College "Pursuit of Excellence", the institution provides adequate facilities for teaching-learning to orient the institution in general and students in particular towards achieving an all-round excellence. There are 31classrooms of varying shapes and sizes of which 9 are installed with ICT facilities. The departments of Physics, Chemistry, Botany, Zoology, Geography, Commerce and Computer have their own respective laboratories that are well equipped and updated.

ICT Facilities: Apart from the computer laboratory, there are computers in the library meant solely for the use of the students and faculty. Seminar Halls with audio-visual equipment are used by departments and various cells such as IQAC, NSS and NCC and others to organize various programmes, seminars and webinars.

Infrastructure for cultural and sports activities: The College believes in the all-round development of its students and believes that recreation grounds are places of physical relaxation, recreation and contribute greatly to sound personality development. Sports and games - both outdoor and indoor go a long way in developing healthy mind in a healthy body. Accordingly, the College has made all efforts to provide recreational spaces for its students. The most prominent edifice in the College campus after the College building itself is the amphitheatre surrounding the basketball court on three sides. The basket-ball court measures 15m x 30m. Most of the cultural activities take place in the amphitheatre. There is a permanent Cultural Committee in the College and it makes maximum use of the amphitheatre. The amphitheatre is most alive during College Week days when one event after another is conducted here. Students get the opportunity to showcase their talents in singing, dancing, acting, oratory, etc.

Besides these, there is a sizable space for indoor games. Academic programmes like seminar, debate, elocution, and smaller cultural events are held in the seminar hall within the College edifice and in the seminar hall in the Don Bosco College of Teacher Education under the terms and conditions of MoU. In addition to all the above, there is a multi-purpose gymnasium that accords space for students when it comes to physical fitness training. The College also borrows playground space of Don Bosco Higher Secondary School, Tura for College Week Track and Field events.

In addition to College Canteen, adequate washrooms and common rooms for male and female students, drinking water facility, provision for rain water harvesting, store-rooms, departmental rooms, etc.

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

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.0	0.0	21.74	17.45	77.04

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)

4.2 Library as a Learning Resource

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

Response:

Library is integral for academic excellence. The main objective for setting up of library is to facilitate effective use of learning resources and to support the objective of the College.The College library was established in 1989 and started with a few books donated by well wishers. It has now been rechristened as *Fr. Battista Busolin Memorial Library*. The present library comprises two rooms: book room and reading cum reference room with a seating capacity for fifty users. The users include students, lecturers, research scholars and some visitors from other institutions. It is the nerve centre for reading and copying.

The library houses a huge number of books collected over the years, which are categorized into reference books, book bank, and special or rare collection. The College has initiated the departmental libraries as an extension service of main library. There is a designated lecturer in charge of maintaining and issuing books

in the departmental library. The departmental collections are further enriched by personal books contributed by lecturers. The College can boast of collection of books on North East region, including those by local authors which helps immensely in research works.

The library has installed KOHA 18.11.00.000 Software in the year 2020 which is found to be simpler for issuing/renewing and recording the catalogues of books, members, etc. Students can check the availability of books in the library without much hassle. The library uses bar-code reader for issuing and renewing of books from the academic year 2020. The use of library is recorded and computed electronically through scanning the RFID cards issued to both students and teachers. OPAC Software is used in the library for the referencing books, magazines and journals.

The library resources are also made available in the College website. Links to various external sites such as NList, e-pathshala, National Digital Library of India (NDLI), previous years' question papers and the syllabi are given in the website. Other benefits such as open access to e-newspapers, e-journals and e-gyankosh are made openly accessible to users.

The Library Advisory Committee comprises the Principal, Vice Principal, Dr. Biswajit Paul, Ms. Rehny Sangma, Mr. Stephen Sangma and Dr. Barbara S. Sangma (IQAC Coordinator). The Library Committee looks after the welfare of the library, offers suggestions and support for a more efficient library service. Construction of a bigger library on the ground-floor is on the anvil.

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection *Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*

Response:

The College updates its IT facilities from time to time. Following are the computer and internet facilities made available to the faculty and students on and off-campus:

- Internet facility through Local Area Networking (LAN) & WiFi connectivity.
- Fully automated office
- Computerized Office Management System.

Teaching/Learning: - The laboratories and classrooms are equipped with projectors and microphones which help in delivering an effective teaching. Usage of projectors is in place to deliver effective and at the same time enjoyable learning experience to the students.

Connectivity: - Adequate Internet facility is available in the library and also in the campus through WiFi which enables the students to get access to a variety of learning materials online. The office and departmental computers of the college are regularly updated and latest antivirus is installed to make the systems run at maximum capacity. The College has purchased an Internet Leased Line with a bandwidth capacity of 10Mbps, with the speed of 50 Mbps. The Computers in the College are connected through LAN facility for faster and easier sharing of files and documents.

Management: - The College has three IT professional staff members to maintain the computers, Office automation software & website. The library and the administrative systems are semi-automated. The Library is well equipped with Library Management System such as KOHA and OPAC to register and monitor the usage and borrowing of books. The attendance of office staff is maintained daily with the help of biometric registration software that uses both the fingerprint sensor as well as RFID technology. For security purposes the college is rigged with CCTV Cameras with a storage capacity of 4TB (72 hours time). For the registration of students for Examination purposes OASIS software that is provided by North-Eastern Hill University is used. For office governance Tally Solution and BoscoSoft ERP are used.

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

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

Response:

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

Response: 75

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

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

Response:

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)

2021-22	2020-21	2019-20	2018-19	2017-18
12.17	15.45	26.98	62.87	17.96

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
2015	615	218	253	741

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

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

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

Response:

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
910	70	370	1460	180

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

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

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

Response:

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

5.2 Student Progression

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
235	210	172	162	1

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

2021-22	2020-21	2019-20	2018-19	2017-18
536	438	304	335	241

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

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	8	0	3	1

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

5.3 Student Participation and Activities

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

Response:

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

five years

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	0	1	1

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
03	01	02	05	01

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

5.4 Alumni Engagement

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

Response:

The Association of Don Bosco Alumni is a worldwide organization of the alumni of the Salesians of Don Bosco. The movement springs from the interest and affection which binds the alumni to Don Bosco and to the Salesian Family. The Association of the Alumni of Don Bosco College, Tura was formed on 25th February, 2011 as a local unit. The motto of the Alumni Association is "Be Honest Citizen and Good Human Person"

The general aims of the Alumni Association are:

- to keep in touch with, unite and animate all former beneficiaries of Don Bosco education so as to develop and live the values of Don Bosco's educational system;
- to spread the spirit of Don Bosco and to involve in Don Bosco's mission;
- to uphold and promote the value and the rights of the human person; and
- to work towards building up a social and political order based on justice, peace and harmony.

A good number of past pupils have registered as members of the Association. The Association conducted the election and the office bearers were selected. The Association in its tenure had conducted one day orientation programme on 'Class room management' for the teachers of St. James M.E School, Tura.

Though the Alumni Association was not much functional for the next five years, a meeting of the Association was organized on 2nd August, 2016. New office bearers were elected after fresh election. They organized Alumni Meet on 27th August, 2016.

Alumni Association, lecturers and students of the college, the villagers along with the Nokma of Edenbari organized a cleaning drive and tree plantation at Edenbari to observe the World Environment Day on 5th June 2017 in collaboration with Tura Municipal Board and Social Forestry, Tura. More than 300 trees were planted on the roadside covering an area of 5 kms. More than 200 people participated in the programme. They explained to the local people the need to plant trees abundantly as a precautionary measure against global warming and drastic climate change.

The Alumni Association organized Food Festival to generate fund. There was a meeting of the Alumni Association on 28th November, 2018 and the Treasurer Mrs. Rubitha A. Sangma stated that the fund at the disposal of the Association was Rs.25284.00. So the Association decided to raise funds by organizing a Pre-Christmas programme.

The Alumni Association conducted an awareness programme on substance abuse and Pre-Christmas for the youth and residents of Matchikol locality under Tura urban area. Dr. Bollen Sangma, Psychiatrist, and an alumnus of the college spoke on the various forms of substance/alcohol abuse, prevention and management.

On 15th March, 2019, DBC Alumni Association and District Administration organized a Career Awareness Programme for the 6th semester students. A programme on tobacco and drug abuse was organized on 19th August, 2019 by the Alumni Association in the College. A health camp was organized in Matchikol by the Alumni Association.

The College has a Plan to start the Evening Shift with financial support from the Alumni members.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

VISION

"Inspired by the benign and noble teachings of the Lord Jesus Christ who said, "I am the Way, the Truth and the Life," and guided by the educational philosophy of St. John Bosco, the college has the avowed vision of bringing holistic, quality higher education within the reach of all."

MISSION

"To provide an education that is participatory in nature, intellectual competence, multi-skill oriented, value based and socially committed for the development of persons and enrichment of society."

COAT OF ARMS

The Coat of Arms of the college contains the motto of the college, "Pursuit of Excellence" and three distinct components – sun, eagle and mountains. The radiant sun is the source, the giver that bestows light, energy, inspiration and divine guidance. The soaring eagle is the seeker that looks for all that is good, noble and uplifting in the world of knowledge, skills and values. The green mountains and valleys represent the process whereby the seeker ascends, descends and strives until he/she arrives at the top. True to our motto, we are passionate about excellence in every sphere of our academic, professional and social life.

The Governing Body takes all the academic decisions and other non-academic related issues based on the resolutions passed by the Academic Council. The Principal together and Academic Council meet regularly to formulate and implement strategic plans of the institution. They get feedback from all the staff and students and take steps for further improvements. The institution practices decentralization and participatory management through various committees, cells, associations and clubs for the smooth functioning of the college.

The College Administration is systematically decentralized with the objective of holding every stakeholder responsible for the maintenance of standards. Decentralization ensures wider deliberations on the issues and maximum acceptance. Each Department makes decision regarding departmental academic programmes and later the decisions are put forth before the Principal for his approval. Admission processes of the students are decentralized to respective departments under Admission Committee headed by Principal. The institution believes in collaborative and effective team work. It tries to involve each and every member of the teaching and non-teaching in building the institution.

The College take full recourse to the qualities of leadership responsibilities of the teachers and assigns

them tasks accordingly. The Management is committed to incorporate new ideas, new suggestions which help both the faculty members and students. The Management staffs devote their time and energy to the institution through active involvement in the overall development of the college. The institution decentralizes the administration procedures by entrusting responsibilities with the management staff. The Principal along with the Academic Council and IQAC Coordinator discuss academic and non-academic issues, future plans of the departments, new proposals and final resolutions which are taken for implementation. The Principal along with the help of senior teachers frame committees, clubs, cells, associations for the smooth functioning of the college.

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

6.2 Strategy Development and Deployment

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

Response:

Administrative Set Up

The College organization is composed of the Governing Body, The Academic Council, The Heads of the Departments, the IQAC and the College committees. The Governing Body is responsible for policy making and strategic plans; while the Academic Council is responsible for proposals of the policies and plans for taking appropriate decisions. The Heads of the Departments are responsible for the implementation of the decisions in the department and reports to the Academic Council. The Internal Quality Assurance Cell (IQAC) is constituted in the institution under the chairmanship of head of the institution with teachers of academic unit and one or two members from administrative units and a few teachers and a few distinguished educationists/representatives of local committee. The College committees are formed with convenors and it member to cater to the needs of the academics and non-academics.

Service Rules

Don Bosco College is a Registered Society under the Societies Registration Act (XXI) of 1860. The College is recognized by UGC under 2(f) and 12-B. The Society is managed by a Governing Board consisting of not less than 5 (five) and not more than 15 (fifteen) members in accordance with the rules and regulations. The Board has the powers to make addition or alteration in the rules and regulations of the Society from time to time. The Registrar of Societies of the state shall be informed of any addition or alteration in the rules and regulations of the society.

Promotional policies

An Assistant professor having 4 years of service with Ph. D will be promoted from Rs.6000 to Rs 7000 AGP (CAS). An Assistant professor with completed service of 5 years in Stage 2 /Senior Scale will be promoted from Rs.7000 to Rs.8000 AGP (CAS). Assistant Professors with three years of completed service in Stage 3 shall be eligible to be designated as Associate Professor with AGP of Rs 9000 (CAS).

Appointments

The College receives approval for post from the Directorate of Higher & Technical Education, Shillong, Meghalaya; the Management calls for applications through advertisement in "Newspapers". The interview panel list is prepared as per UGC regulations and interview panel conducts the interview to select the suitable candidate as per norms and recommend it to the governing body. The governing body, then, approves the suitable candidates for appointment.

For non-teaching staff: If there is a vacancy for non-teaching staff, College secures approval for the said post from the Directorate of Higher & Technical Education, Shillong, Meghalaya. The College office advertises the post in newspapers. Later, interview is conducted by the Management for selecting the suitable Non teaching staff as per norms.

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

6.2.2 *Institution implements e-governance in its operations*

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

Response:

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

6.3 Faculty Empowerment Strategies

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

Response:

Don Bosco College, Tura has well-placed Welfare schemes for Teaching Staff. To begin with, the College maintains:

- Contributory Provident Fund (CPF)
- Public Provident Fund (PPF).
- loan facilities from the bank through Principal's recommendation to the bank
- loan facilities to the teaching and non teaching staff without interest from the College.
- incentives for College Financed teachers with M. Phil, Ph.D, NET/SLET, etc.
- Extension of Maternity Leave/Paternity Leave.
- Staff quarters for the non teaching at 50 % subsidized rate
- Financial help towards medical emergencies for both teaching and non teaching staffs

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

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

Response:

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**

2021-22	2020-21	2019-20	2018-19	2017-18
8	0	2	0	0

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

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
31	28	17	21	0

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

2021-22	2020-21	2019-20	2018-19	2017-18
27	23	26	24	25

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

6.4 Financial Management and Resource Mobilization

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

Response:

The College has worked out a resource mobilization policy and procedures in order to aid functioning and development of the institution. The college management collects development fees from students for college development needs. The college also mobilizes financial resources by renting DBCTE Seminar Hall and Basketball Court. Besides the above, the College also rents its Computer Centre to other institutions like Sikkim Manipal University, State Bank of India, Medical Departments, National Skills Training Institute (NSTI) etc. for conducting their exam. All the contributions and payments accruing from various sources are properly accounted. In addition, the college also avails of the Chief Minister's Funds for excursion. The College gets small fundings to celebrate various International days. For instance, the Social Welfare Department, Govt. of Meghalaya financially assisted the college for the celebration of International Women's Day. The District Administration too allotted some funds to observe the World Environment Day.

The College internal financial audit is carried out in the financial year by the Chartered Accountant. External audit is conducted by the Office of the Accounts (local audit) of both Tura and Shillong in accordance with the rules of Government Audit. The college has not encountered any major audit objections so far. The Managing Committee prepares the Budget/audit and presents it to the House/community and is ratified by the Provincial, who is the Chairman of the College.

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

6.5 Internal Quality Assurance System

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

Response:

The key function and role of IQAC is to ensure, monitor and regulate the mechanism of providing quality education to the students through effective pedagogy. The institutional reviews are obtained by conducting Academic Audits and by collecting feedback from students and teachers.

To begin with, the IQAC Conducts Annual Academic Audits, wherein departments make an analysis of their Strengths, Weaknesses, Opportunities, Challenges (SWOC) of their performance based on students' results, research projects taken up, publications, memberships in BOS, course coverage and use of ICT-related pedagogical methodologies. Based on the audit, the Academic Audit Coordinator and IQAC gives constructive feedback to the Departments suggesting measures for internal quality enhancement.

In addition to this, feedback are procured from stakeholders like students and staff to facilitate teaching-learning reforms which helps in obtaining an honest reflection about the teachers and the coverage of course contents especially in academics.

Student feed-back on teachers is conducted regularly. A careful analysis of the feed-back received is done and communicated to the teachers to enable them to improve in the required area. The implementation of the above two practices help the departments as well as the College to bring about reforms in teaching-learning process, structure, methodologies and learning outcomes.

National and International Seminars and Webinars/Web-conferences were organized during the lock down period and some Departments have continued with the practice. This helped individual teachers gain exposure to various topics through presentations and discussions and proved to be an ideal opportunity to equip oneself with wide range of knowledge in a specific field. It also helped to fulfill professional and academic goals.

Faculty members also participated in online FDP, RC, OC, MOOCS, MOODLE, etc. IQAC supported the faculty members in participating in various FDP, RC, OC etc. so that it not only helps to gain knowledge in their own disciplines but also to obtain wide information on various pedagogy, creating LMS and sharing ideas through participation in short term programs.

In the year 2022, firstly, a certificate course on Basic Computer was re-introduced. The main aim or goal of the Basic Course on Computer Skills is to make the students learn the basic knowledge in computer. This will help to enhance administrative or operational effectiveness in their various organizations for better networking or collaborations.

Secondly, Certificate Course on A.chik Folk Arts (CAFA) was introduced for the students. The objectives of CAFA is to introduce the students to A.chik folk art and to impart lessons on theoretical concepts on Folklore, Genres of Folklore and A.chik Folk Theatre and especially practical lessons on playing various A.chik traditional musical instruments like *dama* (drums), *adil* (trumpets), *rang* (gongs), *chigring* (zither-like traditional instrument), *bangsi* (flutes), etc., Lessons on folksongs, folk dance, *Grika* (warrior dance),

etc., were also included.

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

6.5.2 Quality assurance initiatives of the institution include:

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

Response:

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[View Document](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years. *Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words*

Response:

Promotion of gender equity has always been a priority of Don Bosco College, Tura and it has taken several initiatives to organize national and international commemorative days, events and festivals during the last five years.

Gender equity and sensitization is included in most of the college's curricular and co-curricular activities.

There are various courses offered by the institution such as Education (Paper VI, unit VI) Economics (Paper II unit-I), Political Science (PSc.03 and PSc.07) and Sociology (SOC UG 502) which deals with gender and related issues.

The Compulsory English Paper II also helps the students understand in general values of love, language and communication and also the evil brought about by child labour, child abuse and abuses in general.

In its endeavour to promote gender equity and to prevent any infraction of harmony between genders several statutory aids have been provided in the form of CCTVs in College campus and in the Margaret Bosco Girls' Hostel. In addition, Security Guards are posted at the entry point of the college. The College maintains well-kept separate common rooms for both boys and girls. Keeping in mind the unique needs of the female students the Internal Complaints Committee helps the female students with sanitary pads free of cost in times of emergency. The college has a separate pad disposal bin in each toilet and a general incinerator for the convenience of the students. In a bid to promote and maintain gender equity the College has also displayed its openness as seen in College Application Forms in particular.

The College celebrates every year the International Women's Day on 8th March and this celebration helps further in creating awareness about the various women-men issues and contribute to gender sensitization. Commemoration of various international days and celebrations like International Women's Day, World Environment Day, World Food Day, and World AIDS Day help to bring the college closer to issues and problems being faced by the world at large and also celebrate the best that exist in the world. Observation of International events also fosters fellowship as the College collaborates with Government departments and agencies, like Health Department, State Aids Control Society, Police Department, Legal Department, etc.

The annual observation of Republic Day and Independence Day help foster spirit of patriotism and responsibility towards the country.

The various activities that are organized throughout the year provide equal opportunities for students thus fostering healthy competition. A special mention may be made of the fact that responding to the request by the female students, an indigenous game- *Wa.pong Sika and An.ding Oka* which were traditionally played only by males have been made open for female students too.

Further, in a bid to prevent sexual harassment and discrimination the Internal Complaints Committee, which was earlier known as Committee for the Prevention of Sexual Harassment of Women at Work Place has come up with a Prevention of Sexual Harassment Policy (POSH), already approved by the Governing Body of the College, which takes care not only of harassment of women but also of men.

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

7.1.2 The Institution has facilities and initiatives for

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

Response:

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

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

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

Response:

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

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

Response:

The important human values such as harmony and tolerance towards cultural, linguistic, communal, socio-economic and constitutional values, rights, duties and responsibilities of citizens are held dear and indispensible by Don Bosco College, Tura. The College makes great efforts and takes initiatives to provide an inclusive environment in the first place. The College does not in any way discriminate on the basis of colour, religion, region, etc. In order to inculcate the values already mentioned, the College encourages the National Cadet Corps (NCC) and National Service Scheme (NSS) to function to their maximum capacity at the College level, thus fostering values of patriotism and individual and collective responsibility.

In this regard, the College units of NCC, NSS and the Value Education Department play significant roles in organizing such programmes and workshops targeted not only for the students of Don Bosco College Tura but, also, for other stakeholders in the society. The Morning Assembly conducted by the college from time to time also helps to bring all the students together thus instilling in them the values of unity, sense of belonging and inclusiveness, harmony, fellowship, etc. The introduction of uniform to students has also helped narrow the gap between the various sections of students.

There are numerous other programmes that have helped in instilling human values and professional ethics among the students. The departments of Garo and English jointly conduct Certificate Course on A.chik Folk Art (CAFA), thereby underlining the importance of tradition which will in turn go a long way in learning to appreciate one's land, culture and respect for one's roots. This will also help produce individuals who are firmly rooted and responsible towards their land and people.

The College has also adopted the village of Galwang Chidekgre under Rongram Block, West Garo Hills in 2017-2018 as part of its Outreach Programme. The students were given a practical understanding of voting rights in programmes like Awareness Meet on EVM, VVPAT conducted on 30th March 2019.

The Tobacco and Drug Awareness Programme conducted on 19th August 2019 by the IQAC of the College jointly with Alumni Association, Red Ribbon Club and Rashtriya Kishor Swasthya Karyakram (RKSK), National Science Day celebrated on the theme "Women in Science" on 28th February 2020, Red Ribbon Quiz Competition organized by the College under the sponsorship of Meghalaya Aids Control Society on 11th November, 2020 and 18th November 2020, and a training programme from 22nd to 26th February, 2021 by Meghalaya Battalion at Shillong for all NCC cadets, an awareness programme conducted by the National Digital Library of India Club administrations on the 1st and 2nd October, 2021 to provide students access to digital educational resources and to empower and encourage learning and the career and counseling session for the final year students on 9th May 2022, a One-Day programme on Interview Skills held on 11th May 2022 and the like – all helped to instill the values of inclusion, situatedness, human values and professional ethics.

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

7.2 Best Practices

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

Response:

Best Practice-1

1. Title:

Triple-tiered Supervision

2. Objectives:

The College aims to provide wholesome education to the students under its care. Hence, in order to bring about effective and regular teaching-learning process, the College has triple-tiered supervision system.

3. The Context:

Don Bosco College is guided by the education principles of St. John Bosco who advocated continual adult supervision, like teachers and the Principal/ Vice Principal among the young people under their care.The continual adult supervision accorded to students is believed to orient the students towards doing the right thing at the right time and help them form certain useful and effective that will help them in later life. Thus supervision is accorded to the students and the College in general at various levels with the objective of helping the students engage in pursuits worthy of themselves and to keep away from unwanted distractions as much as possible.

4. The Practice:

Every working day, when the bell rings, an office staff oversees the beginning of every period ensuring that no class is left unattended. Teachers are present with students in class according to the time allotted to them. The Principal/Vice Principal takes rounds several times during the day assuring the students and also the teachers of his supervision. In order to fortify this sense of supervision, period assemblies are conducted where students are reminded about their duties and responsibilities and also certain prohibitions. The assemblies serve to bring students and teachers together and this fosters sense of harmony and belonging. This is also a reflection of the great family of Don Bosco College, Tura being looked after and cared for or in other words supervised for the greater objective of the student community.

5. Evidence of Success:

The practice of positive triple-tiered supervision of classes is seen to be successful. In the first place this kind of supervision has gradually instilled sense of duty and responsibility in among the teachers, management and students. It has made everyone concerned understand the values of regularity and punctuality followed by spontaneous execution. This has helped in the smooth and effective teaching-learning process.

6. Problems Encountered and Resources Required

The College has not encountered any problem regarding the practice of three-tiered supervision of teaching-learning.

Best Practice-2

1. Title: Mentoring

2. Objectives:

Don Bosco aims to give the best kind of education to its students under the given circumstances. The second best practice is a continuation and supplement to the first best practice; where the College continues to provide its supervision and care to students under its care. The Mentoring that College offers to students also helps students to come out with their best according to their various endowments.

3. The Context:

The students in the College comes from various educational, economical, religious and social backgrounds. They are in their formative periods. The College realized that each student needs to be guided according to her/his needs and even given the correct orientation in career choice, or choice of subjects in case of those going for further studies. They need close and careful supervision and mentoring especially the great number of them from outside town – staying in rented houses and hostels.

4. The practice

The College has a permanent Mentoring Committee whose members are teachers of the College

themselves. Each teacher is assigned with a certain number of students and thus the Mentor-Mentee structure is determined. Mentoring is carried out mainly at two levels:

(i) General Formal Mentoring: This Mentoring is a structured mentoring that follow the format prepared by the Mentoring Committee. A particular format is prepared according to which a day is set aside when the Mentors and Mentee meet in general at a designated class-room. The Mentor takes note of each Mentee's Attendance and marks obtained in the Examination and general discipline and conduct. Necessary and relevant feedbacks are given and intructions and admonitions accorded by the Mentor. A proper attendance record is maintained of this Formal General Mentoring.

(ii) Individual Mentoring: Individual Mentoring is given to students as per need and sometimes on the basis of request. This kind of mentoring may be formal or informal and may be initiated by the Mentor or any student according to need. Individual Mentoring sometimes may be of personal nature but academics and study-related matters are invariably the matter of discussion. So far no record is maintained of individual informal mentoring

5. **Evidence of Success:**

The mentoring accorded by the College both in a general formal way and also personal informal ways are seen to have yielded desirable results This has resulted in improvement of class attendance and over-all learning. The exercise has also enhanced the trust equation between the Mentors and Mentees. It has also help reassure the students of the care and concern of the Institution that they are studying in. The Mentoring sessions have helped the Mentors to get to know their Mentees more; and thus help them bond with their students and help them in the best possible way. Each Mentor has become like a second parent to the Mentees assigned to her/him.

6. Problems Encountered and Resources Required

Sometimes students are absent during mentoring and moreover the teachers are not equipped with formal counseling skills. However, there is no problem regarding the practice of three-tiered supervision of teaching-learning.

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

7.3 Institutional Distinctiveness

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

Response:

WORK ETHICS

Don Bosco College is based on educational, charitable and moral ideals. It promotes studies, physical health and well-being, research, science, technology, religion, agriculture, horticulture, etc. It manages laboratories, libraries, reading rooms and hostels.

The College has become distinct in following work-ethics true to the objectives of its inception. Accordingly, it promotes learning, personality development and personal integrity of the teachers and the students. This is augmented by shared responsibilities between the management and the staff and to some extent, students. Providing education to about two-thousand students, the College realizes that it is not only book-learning but the whole gamut of actions and inputs that go to make the students attain wholesome personalities.

Belief system is said that the greatest motivation comes from a person. The motto of the college, "Pursuit of Excellence" has generated the primary belief in the ability of its stakeholders and has become a shared belief to achieve excellence. This is reminded constantly during the programmes, morning assemblies, college week events, etc. The college is primarily an academic institution. Don Bosco College strives to objectify its motto "Pursuit of Excellence" by exploring ways and means to achieve optimum level of class attendance and this is on an ongoing process. The effort to optimize attendance is seen in a two-tiered assistance given on the part of the Management. The College follows a system that ensures that no class is left unattended and that teachers are well-oriented towards dedicated teaching and accountability. It appears that the requirements enshrined in the NAAC Guidelines cohere with the principles of Don Bosco College, Tura. The college believes that the best way to practice preventive system of Don Bosco, its founder and to keep abreast of its motto "Pursuit of Excellence" is to be there with the students and for the students.

Don Bosco College has aligned its ideals with the age-old Indian tradition of spirituality, which is the first base for true education. The commitment to holistic education and 'Pursuit of Excellence' has manifested itself in a deep-rooted understanding of the physical-intellectual-spiritual equilibrium. While the physical-intellectual side is visibly taken care of and covered by the prescribed curriculum, the college takes care of the spiritual needs of the students by facilitating time and space for religious devotion and discourse on spiritual well-being.

Educational institutions are places where young people spend a great deal of their time. It thus becomes a suitable place to instil in them habits that will help them all their life through. The preventive system followed by the Don Bosco institutions, including Don Bosco College, Tura create situations for the young people to repeatedly practice values of discipline, joy, sincerity, integrity, and the like under constant adult supervision. These repeated actions become a habit which serves them in good stead in their adult life, when they are left on their own.

The College is primarily an academic institution and strives to objectify its motto "Pursuit of Excellence" by exploring ways and means to achieve optimum level of class attendance on a regular basis. The effort to optimise attendance is seen in a two-tiered assistance given by the Management. Every working day of the College starts with a designated non-teaching staff going around the College making sure that a teacher is present in each class. This is repeated at the beginning of each period and is meant to make sure that no class is left unattended. It appears that the requirements enshrined in the NAAC Guidelines cohere with the principles of Don Bosco College, Tura. The College believes that the best way to practice "Preventive System" of Don Bosco, its founder and to keep abreast of its motto "Pursuit of

Excellence" is to be there with the students and for the students. The College follows a seven-period daily time-table, with Saturday having five periods. Each period is of 45 minutes duration. From the moment a teacher matches his/her finger print in the bio-matrix to the time of leaving, the duration must be at least four and a half hours. Each day the Principal circulates the report of previous day's working period to all the teachers via WhatsApp.

The College strives to provide a holistic education for the all round development of the students. It offers several courses which integrate crosscutting issues relevant to professional ethics, gender, human values, environment and sustainability into its curriculum.

A convivial work-ethics is seen at operation in the College. To begin with, since the inception of the College in 1987, the classes are being run smoothly. Today the same work ethics that has been imbibed by the management and teachers is being passed on to the students and everyone in College participates in the process of evolution through education. Supervision and care, in the true sense, is received and felt by one and all, whether the classes are held online or offline. The basic sense of work added by the call to supervise, monitor and mentor according to one's position and level call for accountability on the part of everyone.

The students receive regular classroom teaching and are supervised in the proper manner while they are in the classroom. The College has a Committee that looks after the over-all discipline of the students and the students are helped by this Committee so long as they remain in the College Campus. At the second level the teachers are guided and supervised by the Principal and others in the College Administration. A congenial and responsible work-culture has been at force in the College ever since its inception.

The college is guided by its motto "Pursuit of Excellence" which has generated the primary belief in the ability of its stakeholders and has become a shared belief to achieve excellence. The College strives to objectify its motto by exploring ways and means to achieve optimum level of class attendance and effort for learning and all round development of teachers and students. The College thrives on cordial and amicable relationship between the management, teachers and students.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

The College was established in the year 1987. It was notified by UGC under Section 2f of UGC Act, 1956 on 31st March 1988. At the time of the establishment of the College, there was a dire need to bring higher education at the forefront in Garo Hills and since then the College has been imparting higher education to the region. In a fast-changing academic environment, the College is well poised to take on future challenges of higher education. It strives to maintain and sustain standards of teaching-learning, research and innovation which continue to guide curricular and co-curricular thrusts of the College. Besides the regular class the faculty also takes extra classes to complete the syllabus. The committed faculty and the students utilize social media as a tool to disseminate academic information of the departments. During various programmes organized by the College, eminent personalities and alumni are also invited where they impart and share their knowledge and experiences.

The institution served as a quarantine centre during the peak of pandemic. Academically, the College hosted several webinars/web-conferences on various topics and also collaborated in conducting workshops to acquaint the teachers with ICT tools and platforms to create online content for students. The College is looking forward to a paradigm shift in the model of higher education in the light of NEP 2020. In this context, the College stands committed to gear up its resources to facilitate smooth transition to the new age learning paradigms.
The various policies existing in the College like Prevention of Sexual Harassment of Women at Workplace (POSH), Child Policy, Green Policy, Grievance Redressal Policy, RTI, Code of Conducts for Management, Teaching and Non-Teaching staff and Students contribute to the development of the College as a whole. The College has a plan to construct a new library building along with auditorium and additional classrooms in the near future. Infrastructural SOPs are in place.

Concluding Remarks :

Striving for academic excellence, spiritual vitality and social relevance have remained the guiding principles of the College in the last three decades of its existence. The heritage that the College offers in Garo Hills is one that has moulded generations of students since its inception. Introduction of new courses and subjects after the last NAAC accreditation shows the seriousness of the College in continuing treading the path of excellence. The College has continuously upgraded its facilities and infrastructure to respond to the changing pedagogic and research environments.

As we move forward with new ventures, the College plans to start the integrated B.A - B.Ed, B.Sc - B.Ed and various Post Graduate courses and establish new departments in the future, creating more scope for the students to diversify their areas of study and also acts as a means to affordable education in the region. The College faculty and students have responsibly engaged with people and community, fulfilling its role in making knowledge and information accessible to people. It lives up to the vision and mission of the College and have stood the test of time.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
2.1.2	*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years* 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
1018	867	600	600	597 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
886	851	565	574	539 | 2.1.2.2. **Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years** Answer before DVV Verification: | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
983	983	600	600	600 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
983	983	600	600	600	 Remark : As per clarification received from HEI, DVV input is recommended.
3.3.1	**Number of research papers published per teacher in the Journals notified on UGC care list during the last five years** 3.3.1.1. **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
2	4	3	6	4 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
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0	5	3	7	1	

Remark : As publication done in 2022, be considered in the 2022-23, which should not be considered, and as per clarification received from HEI, DVV input is recommended.

3.3.2	**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**
	3.3.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years
	Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
14	7	5	4	4

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
16	5	2	2	4

Remark : As publication done in 2022, be considered in the 2022-23, which should not be considered, and as per clarification received from HEI, DVV input is recommended.

3.5.1	*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.*
	Answer before DVV Verification :
	Answer After DVV Verification :10
	Remark : As per clarification received from HEI, DVV input is recommended.

4.1.2	*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years*
	4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)
	Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	4.29	19.80	32.35	41.66

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.0	0.0	21.74	17.45	77.04

Remark : As, after calculation from the supporting documents provided by HEI, at clarification stage, DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
145.54	55.72	163.55	103.86	107.42

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
12.17	15.45	26.98	62.87	17.96

Remark : As, after calculation from the supporting documents provided by HEI, at clarification stage, DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2025	534	298	66	626

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2015	615	218	253	741

Remark : As per clarification received from HEI, DVV input is recommended.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per clarification received from HEI, DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
910	70	370	1672	180

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
910	70	370	1460	180

Remark : As per clarification received from HEI, DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
235	210	172	162	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
235	210	172	162	1

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
544	512	450	687	703

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
536	438	304	335	241

Remark : As per clarification received from HEI, DVV input is recommended.

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	8	0	2	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	8	0	3	1

Remark : As per clarification received from HEI, DVV input is recommended.

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
6	2	0	1	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	0	1	1

Remark : As Participation certificates should not be considered and as per clarification received from HEI, DVV input is recommended.

5.3.2	**Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)**
	5.3.2.1. **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
15	2	7	10	9

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
03	01	02	05	01

Remark : As per clarification received from HEI, DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
8	1	58	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
8	0	2	0	0

Remark : As per clarification received from HEI, DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
11	29	08	06	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
31	28	17	21	0

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18

| 27 | 23 | 26 | 24 | 25 |

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
27	23	26	24	25

Remark : As per clarification received from HEI, DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Expenditure excluding salary component year wise during the last five years (INR in lakhs)** Answer before DVV Verification: TABLE1 Answer After DVV Verification: TABLE2

Where TABLE1 is:

2021-22	2020-21	2019-20	2018-19	2017-18
146.05	58.45	170.38	154.77	221.4

and TABLE2 is:

2021-22	2020-21	2019-20	2018-19	2017-18
425.37	309.23	362.82	230.10	139.88

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